VERSES OF LIGHT

A QURAN MEMORIZATION CURRICULUM FOR CHILDREN

TEACHER'S GUIDE

Kisa Kids Publications
UNDER THE GUIDANCE OF MOULANA NABIR. MIR (ABIDI)

AL-KISA

DEDICATION

This book is dedicated to the beloved Imām of our time (ʿaj).
May Allah hasten his reappearance and help us to become
his true companions.

Please recite a Sūrah al-Fātiḥah for

SAYYIDAH NISA BEGHUM AND NADER ALI

ACKNOWLEDGMENTS

Prophet Muḥammad (ṣ): The pen of a writer is mightier than the blood of a martyr.

True reward lies with Allah, but we would like to sincerely thank Sayyid Abazar Wahedi, Brothers Ashfaq Abidi, Ishaq Abidi, Ishraq Abidi, and Aliakbar Shaheidari, and Sisters Sabika Mithani, Zehra Abbas, Irum Abbas, Fathema Abidi, Kulsoom Ahsan, Amna Hussain, Fatima Hussain, Masooma Hydary, Fatemah Meghji, Naseem Rangwala, Abir Rashid, Zahra Sabur, Nida Syed, Sarah Yahfoufi, and Sokena Zaidi. We would especially like to thank Dar-ul Qurʾān of Agha Tabatabai and his team for their contributions. May Allah bless them in this world and the next.

DISCLAIMER

Religious texts have not been translated verbatim in order to meet the developmental and comprehension needs of children.

Copyright © 2020; 2020 by Al-Kisa Foundation; SABA Global

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law. For permission requests, please write to the publisher at the address below:

Kisa Kids Publications
4415 Fortran Court
San Jose, CA 95134
(260) KISA-KID [547-2543]

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

And recite the Qurʾān in a measured tone.[1]

قالَ رَسُولُ اللهِ (صلى الله عليه وآله وسلم): خِيَارُكُمْ مَنْ تَعَلَّمَ الْقُرآنَ وَ عَلَّمَهُ إِلَىٰ غَيْرِهِ

Rasūlullāh (ṣ): The best of those amongst you is the one who learns the Qurʾān and then teaches it to others.[2]

Dear Parents and Educators,

May Allah bless you and your families. On the advent of the blessed month of Ramaḍān, we are pleased to launch the *Verses of Light* Qurʾān memorization curriculum. This curriculum is one of our humble efforts to instill and cultivate the love of Allah and the Qurʾān in the hearts and minds of children. We must take advantage of this precious time to help foster a relationship between the Qurʾān and our children, as the Qurʾān is the ultimate guide in our daily lives. Families and educators often struggle to help our children connect with this Noble Book, both in memorization and understanding. We pray that this book can help facilitate this process, inshāʾAllāh.

Educational research indicates that hand gestures are one of the most effective teaching mechanisms. Several empirical studies demonstrate that students who learned with hand gestures retained information better than those who were taught the same information solely through language. Thus, this curriculum employs this method to facilitate not just memorization of the Qurʾān, but also to help children understand its meaning and connect to it. Through the use of hand gestures, children create a visual representation of what they are reading and can establish a powerful physical connection with the Qurʾān.

For example, when they recite the verse “Wa bil-wālidayni iḥsānā” (And to your parents be good), the child is using their hands and body to portray their mother and father, and the resulting goodness that comes with treating them with love. Therefore, the verse contains passion through this physical depiction and can elicit a reaction that words alone can not accomplish.

The curriculum also consists of an educator’s guide that includes tafsīr points, discussions, and stories around the various āyāt. This has been designed in a versatile manner so that it can be used in a variety of settings, from classrooms to small groups, co-ops, or even just parents at home with their children. The instructions can be modified and adjusted according to your setting and audience.

We thank Jāmiat-ul Qurʾān for their foundational work that we were able to build on. All of these efforts have been directed to help educators, parents, and those who work with children to learn the words of Allah.

This is our humble approach, and as always, we welcome all feedback. If you have any other ideas of how to foster a connection between children and the Qurʾān, are an interested educator, or feel that you can creatively contribute to these efforts, please contact us at info@kisakids.org.

Al-Kisa Foundation is a non-profit organization creating educational material for future generations so that we may strengthen their knowledge and connection to Islam and the Ahl al-Bayt (ʿa). Our work continues through your support and donations, so any type of assistance you can provide, whether it be your time, feedback, talents, or anything else, is greatly appreciated and will be rewarded by Him, inshāʾAllāh.

With Duʿās,
Nabi R. Mir (Abidi)

1 Noble Qurʾān, 73:4
2 Al-Āmālī aṭ-Ṭūsī, Vol. 1, P. 5

LESSON VIDEOS

Each lesson is accompanied by a video that demonstrates the hand gestures for each verse. This video will be needed in **Step 3: Memorization and Hand Gestures**.

All 48 videos can be viewed on our website at https://kisakids.org/pages/quranmemorization or can be accessed via the QR code on the left.

For questions, comments, or concerns, please don't hesitate to email us at info@kisakids.org.

TRANSLITERATION GUIDELINES

Arabic has been transliterated according to the following key:

ء	a, u, i (initial form)
ء	ʾ
ب	b
ت	t
ث	th
ج	j
ح	ḥ
خ	kh
د	d
ذ	dh
ر	r
ز	z
س	s

ش	sh
ص	ṣ
ض	ḍ
ط	ṭ
ظ	ẓ
ع	ʿ
غ	gh
ف	f
ق	q
ك	k
ل	l
م	m
ن	n

ه	h
و	w (as a consonant)
ي	y (as a consonant)
ة	ah (without iḍāfah)
ة	at (with idāfah)
ال	al-
ـَ	a
ـُ	u
ـِ	i
ـَا	ā
ـُو	ū
ـِي	ī

*Please note that due to limitations, the transliteration is not 100% accurate in capturing tajwīd rules. To read with proper tajwīd, please refer to the Arabic.

Table of Contents

LESSON 1: SAYING BISMILLĀH 6
LESSON 2: KINDNESS TO PARENTS 8
LESSON 3: THE GRACE OF ALLAH 10
LESSON 4: PEACE AND FRIENDSHIP 12
LESSON 5: PRAYING FOR KNOWLEDGE 14
LESSON 6: CLEANLINESS 16
LESSON 7: SPYING ON OTHERS 18
LESSON 8: ENTERING AFTER BEING INVITED 20
LESSON 9: WASTING FOOD AND DRINK 22
LESSON 10: CLEANLINESS 24
LESSON 11: RUSHING TO DO GOOD DEEDS 26
LESSON 12: SPEAKING KINDLY 28
LESSON 13: ALLAH CURES THE SICK 30
LESSON 14: BLESSED BE ALLAH! 32
LESSON 15: BROTHERHOOD AND SISTERHOOD 34
LESSON 16: CONGREGATIONAL (JAMĀʿ AH) PRAYERS 36
LESSON 17: WHISPERING 38
LESSON 18: BEING THANKFUL TO ALLAH 40
LESSON 19: BEING GRATEFUL TO PARENTS 42
LESSON 20: HELPING ONE ANOTHER 44
LESSON 21: MAKING FUN OF OTHERS 46
LESSON 22: DUʿ Ā 48
LESSON 23: WATER 50
LESSON 24: ALLAH IS AWARE OF WHAT WE DO! 52
LESSON 25: SPEAKING CALMLY WITH OTHERS 54
LESSON 26: ESTABLISHING PRAYERS 56
LESSON 27: CONSULTING WITH OTHERS 58
LESSON 28: PRIDE & ARROGANCE 60
LESSON 29: BACKBITING 62
LESSON 30: BAD NAMES 64
LESSON 31: GOD CONSCIOUSNESS (TAQWĀ) 66
LESSON 32: PRAYING FOR PARENTS 68
LESSON 33: ALLAH IS THE BEST PROTECTOR 70
LESSON 34: UNITY AMONG MUSLIMS 72
LESSON 35: RANKS OF PEOPLE WITH ALLAH 74
LESSON 36: ENCOURAGING YOUR FAMILY TO PRAY 76
LESSON 37: MAKING PEACE 78
LESSON 38: SUSPICION 80
LESSON 39: RECITING THE NOBLE QURʿ ĀN 82
LESSON 40: SAYING BUT NOT PRACTICING 84
LESSON 41: LOOKING GOOD 86
LESSON 42: SLEEP 88
LESSON 43: CLAIMING THAT YOU'RE BETTER 90
LESSON 44: TOUCH THE QURʿ ĀN ONLY WHEN YOU'RE PURIFIED! 92
LESSON 45: MANNERS OF EATING FOOD 94
LESSON 46: THE QIBLAH 96
LESSON 47: NOT HELPING EACH OTHER DO BAD DEEDS 98
LESSON 48: RESPECTING YOUR PARENTS 100

Lesson 1

Saying Bismillāh

OBJECTIVE

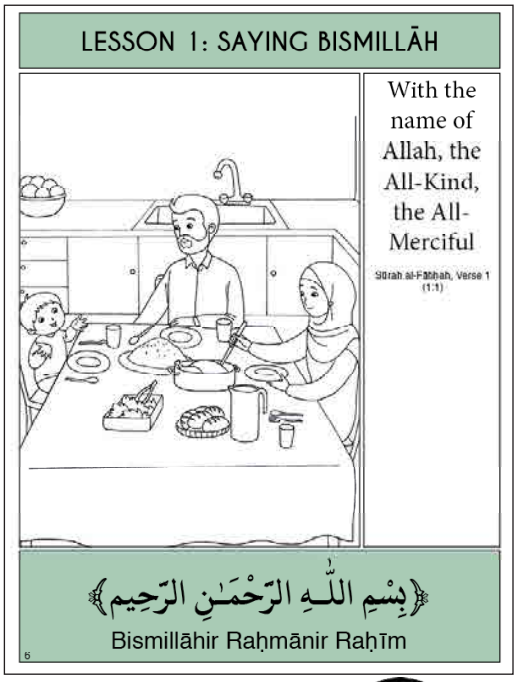
Students will learn the importance of saying bismillāh, especially before starting any task or conversation. They will then memorize the āyah.

بِسْمِ اللّٰـهِ الرَّحْمَـٰنِ الرَّحِيم

Transliteration: Bismillāhir Raḥmānir Raḥīm
Translation: With the name of Allah, the All-Kind, the All-Merciful.
Āyah Source: Sūrah al-Fātiḥah, Verse 1 (1:1)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about the āyah Bismillāhir Raḥmānir Raḥīm today! Why do you think every sūrah, except one, starts with Bismillāh?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what qualities do we learn that Allah has? Students will most likely answer, "The All-Kind and All-Merciful!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 1: SAYING BISMILLĀH
With the name of Allah, the All-Kind, the All-Merciful
Sūrah al-Fātihah, Verse 1 (1:1)
﴿بِسْمِ اللّٰـهِ الرَّحْمَـٰنِ الرَّحِيم﴾
Bismillāhir Raḥmānir Raḥīm

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Why do you think it is so important to begin every task or conversation with this āyah? Examples - to make our actions purely for Allah and to ask Him for help, to remember Him before doing anything, to make us successful, etc.
   - This āyah is talking about two types of Allah's kindness. Allah's name, ar-Raḥmān, is about His kindness that He gives to everyone, such as water, air, and food. Ar-Raḥīm is Allah's kindness especially toward His believers, such as the Noble Qurʾān, the Prophets and Imāms for guidance, and Jannah!
   - Do you think saying bismillāh helps us avoid making bad decisions? How so? Possible answer - because we're thinking about Allah before our action, so we wouldn't want to do anything to displease Him.
   - When we say Bismillāhir Raḥmānir Raḥīm before an action or duʿā, we will have Allah's help and He will do what's best for us inshāAllāh.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to copy and imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'join hands together,' be sure to say the Arabic (bismi) and translation (with the name of) so that students can associate the sign with the Arabic word and English meaning.

Join hands together (Bismi - with the name of)

Point up to Allah (Allah - Allah)

Hold hands together above head to show mercy from Allah (Raḥmān - All-Kind)

Hands outstretched to show Allah's kindness to everyone (Raḥmān - All-Kind)

Hold hands together above head to show mercy from Allah (Raḥīm - All-Merciful)

Hands pointed inward to show special mercy given to believers (Raḥīm - All-Merciful)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

The Muhammadi family was a beautiful little family that had some extra special habits that Allah loved! They tried to do everything purely for Allah and to make Him happy with them. But sometimes, little Yusuf needed some extra reminders. One day at dinner time, Yusuf sat down at the table and hungrily began eating. He was so hungry he just couldn't think about anything else except his yummy dinner!

His father smiled at him and asked, "Wow Yusuf! You're really hungry today, but did you forget to do something before you started gobbling down your food?" They all laughed and said bismillāh together. Yusuf remembered how important it was to start everything that he did by remembering Allah's kindness and asking for His help. He promised herself that he would try to say bismillāh before doing anything, including eating, no matter how hungry he was!

We learned today about the importance of saying [read āyah with translation]. We should always try to say bismillāh before everything we do to make Allah pleased with us!

STEP 5: COLORING

As students color the picture in their books, walk around, encouraging them to recite the āyah and do the hand gestures. When they finish coloring, they can complete the matching worksheet.

Lesson 2

Kindness to Parents

OBJECTIVE

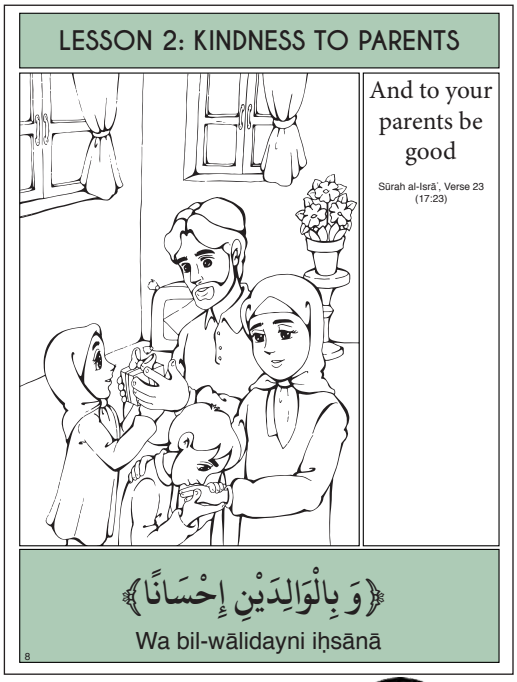
Students will learn about the importance of being kind to their parents. They will then memorize the āyah.

وَبِالْوَالِدَيْنِ إِحْسَانًا

Transliteration: Wa bil-wālidayni iḥsānā
Translation: And to your parents be good
Āyah Source: Sūrah al-Isrāʾ, Verse 23 (17:23)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting the āyah and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about kindness today. What do you think kindness is? What does kindness look like and what are some examples?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture while you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, who is Allah asking us to be especially kind to? Students will most likely answer, "Parents!" Praise correct responses.
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Why do you think kindness is important in Islam? What happens when we aren't kind to one another?
   - Why do you think Allah has asked us to be especially kind to our parents?
   - Allah loves us and takes care of us, so if we want to make Him happy with us, we should always listen to Him. He has told us to be good and kind to our parents and we should listen to Him because He knows best!
   - What are some ways we can be kind to our parents? Examples: help them with chores, do things before they have to ask, say ṣalām, make duʿā for them, kiss them, hug them, listen to them, be respectful, etc.
   - What are some ways we can be respectful to our parents? Examples - stand when they enter the room, wait for them to start eating before you do, etc.
   - Did you know that Allah rewards you for just looking at your parents with love? The Ahl al-Bayt (ʿa) have told us that the thawāb and rewards are like going for Hajj! (al-Āmālī al-Ṭūsī, P. 308)
   - We should always ask Allah to forgive our parents and give them a high place in Jannah. Ilāhī Āmīn!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'give two thumbs up,' be sure to say the Arabic (Iḥsānā) and the translation (be good) so that students can associate the sign with the Arabic word and English meaning.

Make a hijab with your hands symbolizing mother (Wa bil-wālidayni - and to your parents)

Make a beard with your fist symbolizing father (Wa bil-wālidayni - and to your parents)

Give two thumbs up (Iḥsānā - be good)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 3. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

One day in class, Sarah and Muhammad learned about how Allah loves those who are kind to their parents and how much reward you get in Jannah for it! So the two siblings decided to do something nice for their parents. That afternoon, when Mama and Baba went grocery shopping, Sarah and Muhammad asked their loving grandparents to help them plan an exciting surprise. They made their parents sweet cards and cleaned the entire house, even their playroom! They also baked some yummy chocolate chip cookies with Grandma's help. Grandpa helped them pack their cards nicely into a box and tie a beautiful bow on top. Boy, were Mama and Baba going to be surprised! They couldn't wait for them to come home!

Ding Dong The bell rang! That was them! Sarah and Muhammad ran to the door and said, "Salāmun ʿalaykum Mama and Baba!" "ʿAlaykum salām! Wow, the house looks so clean! Mmm, it smells wonderful, too!" said Mama, her eyes shining with happiness. Muhammad kissed Mama's hand while Sarah handed the cards to Baba. They had made their parents happy and earned Allah's pleasure too!

We learned today that Allah says in the Qurʾān, [read āyah with translation]. We should always try to make our parents happy, which will make Allah happy too!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 3 The Grace of Allah

OBJECTIVE

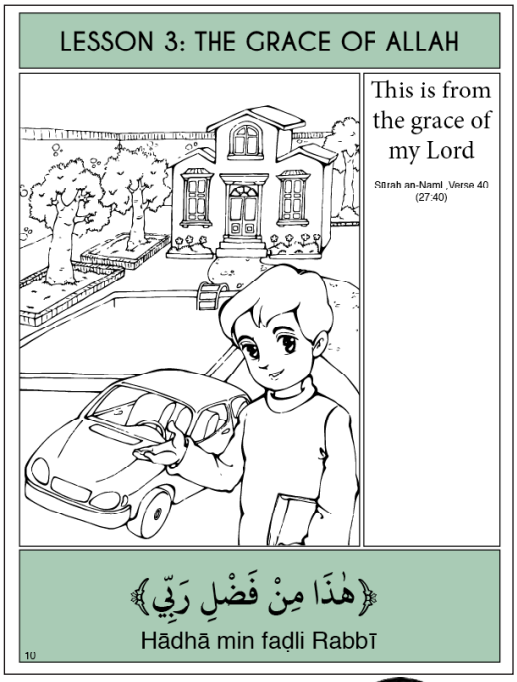
Students will learn that all good things come from Allah and that we should be thankful to Him. They will then memorize the āyah.

هَـٰذَا مِن فَضْلِ رَبِّي

Transliteration: Hādhā min faḍli Rabbī
Translation: This is from the grace of my Lord
Āyah Source: Sūrah an-Naml, Verse 40 (27:40)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** What are some things that you are thankful that you have? Who should you thank for these blessings?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** According to this āyah, where do all the good things in our life come from? Students will most likely answer, "From Allah!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 3: THE GRACE OF ALLAH
This is from the grace of my Lord
Sūrah an-Naml, Verse 40 (27:40)
﴿هَٰذَا مِنْ فَضْلِ رَبِّي﴾
Hādhā min faḍli Rabbī
10

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What are some things that you might forget to be thankful for? Who gave you these things? Examples - water, food, oxygen to breathe, nature, our parents, friends, and family, etc.
   - Have you ever thought about how even your cool toys are from Allah? Does anyone know how? Examples - all the materials to make the toy came from Him, the strength, energy, and brain of the toy-maker were given by Him!
   - Remember, since Allah gave us everything we have, we should be humble about our skills and possessions. Just like He gave us everything, He can also take it away in a second! So we should never take the things we're blessed with for granted.
   - Another big blessing is that Allah sent us people to guide us toward Him! He gave us the Prophets and Imāms so we can do the right things, get closer to Him, and get to Jannah inshāʾAllāh!
   - Did you know Allah gave Prophet Sulaymān (ʿa) all the treasures of the world? Even the birds and animals would listen to him! He would always recite this verse to remind himself that everything he had was from Allah.
   - Did you know that Allah promises us in the Qurʾān that when we thank Him, He will give us even more?

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'hold hands in duʿā, looking up,' be sure to say the Arabic (Min faḍli) and translation (from the grace of) so that students can associate the sign with the Arabic word and English meaning.

Point to blessings
(Hādhā - this is)

Hold hands in duʿā and look up
(Min faḍli - from the grace of)

Point up and to self
(Rabbī - my Lord)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 3. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Sulayman was a very happy and thankful boy. He lived in a simple house with a small garden but had lots of friends from school to play with. However, Sulayman's parents did not have a car, so he had to walk a whole hour to school and back every single day. When it was very hot, Sulayman got very sweaty and tired by the time he reached home. He even had to carry his books on his back the whole time. Some days, he got so tired from walking that he would go straight to bed when he got home, forgetting all about his homework! However, Sulayman never complained and always thanked Allah for everything he had.

One day, Sulayman's Mama and Baba called him downstairs and said, "Allah has blessed us with another gift! We were able to put our money together and buy a car. Now we can drive you to school and you don't need to walk!" Sulayman was so happy! "Alḥamdulillāh! This is from the grace of my Lord!" he said. He thanked Allah for this gift and blessing.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. All the wonderful things in our lives come from Allah, and we should always remember to be thankful to Him.

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 4

Peace and Friendship

OBJECTIVE

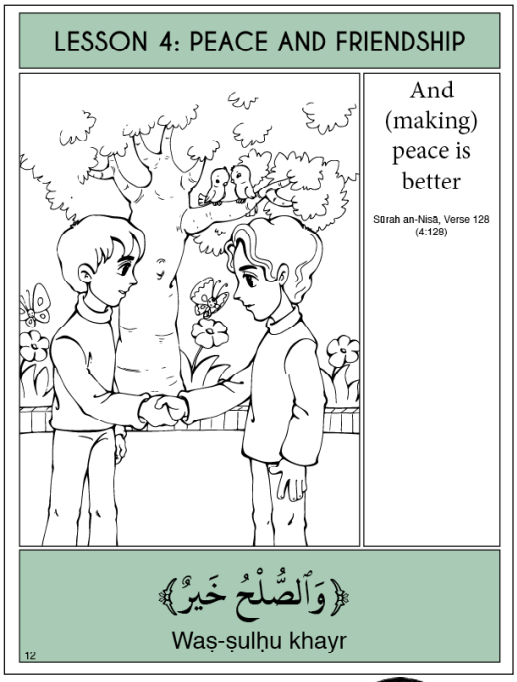
Students will learn that Allah loves those who make peace instead of fighting They will then memorize the āyah.

وَٱلصُّلْحُ خَيْرٌ

Transliteration: Waṣ-ṣulḥu khayr
Translation: And (making) peace is better
Āyah Source: Sūrah an-Nisāʾ, Verse 128 (4:128)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Have you ever had an argument with a friend? What are some of the things you have argued about?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us to do with our friends when we have a fight or argument? Students will most likely answer, "To make peace!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What do you think Allah is trying to tell us about our friends? When we get into arguments, do you think Allah wants us to stay angry with each other? Or does He want us to solve the problem nicely and peacefully?
   - Allah loves it when we are kind to each other and keep the peace between our friends.What are some ways that we can keep peace with our friends? Examples - saying sorry first, asking if a friend would like a turn first, speaking nicely, etc.
   - If we do not agree with something, our friends are saying or doing, how should we speak to them to try to resolve the conflict?
   - One day, Imām Ḥusain (ʿa) told everyone that he heard his grandfather, Prophet Muḥammad (ṣ), say: "If two people are mad at each other, the first person to say sorry and fix things will enter Jannah first!"
   - Use the following scenarios of conflict between friends and have students act out possible solutions:
     - Someone snatched a toy out of your hand
     - Someone took your pencil without asking permission
     - Someone doesn't share their crayons with you

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'holding hand out to shake,' be sure to say the Arabic (waṣṣulḥu) and translation (and (making) peace) so that students can associate the sign with the Arabic word and English meaning.

Holding hand out to shake
(Waṣ-ṣulḥu - and (making) peace)

Two thumbs up
(Khayr - is better)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 3. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Khalid and Hasan were very good friends, but one day, they got into an argument. They were playing outside for recess and there was only one soccer ball left. Both boys ran to grab it, getting there at the same time. "Hey, I got here first!" said Khalid angrily. "No! You didn't! I did!" Hasan argued. They started yelling at each other at the top of their lungs, until their teacher stepped in. "What is going on boys? You two are such good friends! Why are you fighting?" The boys both started shouting and interrupting each other, trying to explain they each got the ball first. The teacher was sad to see them fight. "Boys, did you know that Allah tells us in the Qurʾān to act peacefully with one another? [Read āyah with translation]. Put your thinking caps on to see how you can solve this problem in a way where you're both happy! Allah will be happy with you too," she said, walking away.

The two boys became quiet, thinking about what she said. There's no way for us to know who got the ball first, Khalid thought, and Hasan was thinking the same thing. Hasan said, "Let's play together, maybe?" At the exact same time, Khalid suggested, "Could we maybe take turns with the ball?" The boys laughed, happy that they were working things out. Hasan smiled and replied, "Good idea! You should go first!" Khalid grinned and then said, "No, you can go!" Alḥamdulillāh, the boys wanted to please Allah and decided to make peace. They high-fived and ran off to play a fun game of soccer.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to keep the peace with our friends, since it is better than fighting with them.

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 5 Praying for Knowledge

OBJECTIVE

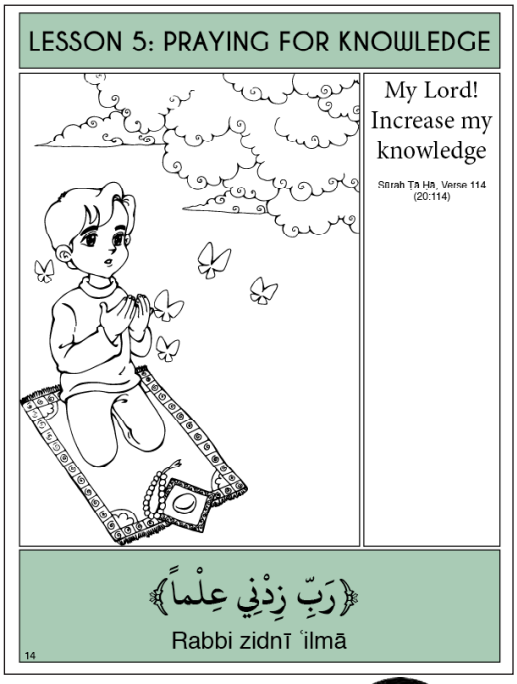
Students will learn the importance of asking Allah to increase their knowledge. They will then memorize the āyah.

رَبِّ زِدْنِي عِلْمًا

Transliteration: Rabbi zidnī ʿilmā
Translation: My Lord! Increase my knowledge
Āyah Source: Sūrah Ṭā Hā, Verse 114 (20:114)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Have you ever felt like you're stuck and need help with something you're learning? Have you ever felt like something is just too hard for you to learn?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this picture, what is the boy asking Allah? Students will most likely answer, "To increase his knowledge!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - When you get stuck learning something, what do you do? Examples - ask for a parent or teacher for help, look it up in a book or online with the help of a parent, etc. One of the things you should do when you get stuck while learning is asking Allah for help because He created us and our brains, and knows exactly how to help us!
   - In fact, we should make duʿā to Allah every day after ṣalāh using this āyah of the Qurʾān to help us become smarter and more knowledgeable.
   - Knowledge is very important in Islam. The Noble Prophet (ṣ) used to say that if a day went by and he didn't learn something new, it wasn't a good day for him. That's how important it is!
   - Why do you think knowledge is important? Examples - It allows us to get jobs when we're older, help others, live as good Muslims, and get closer to Allah.
   - In addition to asking Allah to give us knowledge, we also need to put in all of our efforts to learn knew things and gain knowledge. Don't forget, that once you know something, you should also be practicing it!
   - What are some examples of new things you can learn? Examples - learning how to cook something new, memorizing a new sūrah, learning cool facts about something you enjoy, etc.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'move hands up to show higher levels,' be sure to say the Arabic (Zidnī) and translation (increase my) so that students can associate the sign with the Arabic word and English meaning.

Point up and to self
(Rabbi - my Lord)

Move hands up to show higher levels
(Zidnī - increase my)

Move hands up to show higher levels
(Zidnī - increase my)

Put hand on head
(ʿIlmā - knowledge)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 3. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Sajjad was pacing back and forth in his room, nervous about his big math test tomorrow. He had studied and studied, but he was so nervous that he kept forgetting things! He told his mom, who smiled. "It's normal to feel nervous, but I have just the thing to help you feel better." Sajjad was relieved. He knew his mom would know what to do! She continued, "Allah has said that if we recite [read āyah with translation], He will increase our knowledge. Inshāʾ Allāh if you recite this, He will help you remember what you need to know for tomorrow!"

Before sleeping, Sajjad asked Allah for help. He remembered that Allah is the All-Powerful and the best One to ask help from. After all, it was Allah who made his brain! "O' Allah, [recite āyah]. Help me remember the things I learned so that I can get a good grade on my test!" He felt a lot better after making this duʿā, and knew that Allah would always be there to help him. The next day, he took his test and concentrated his hardest. He remembered almost every single thing he needed to! Allah had helped him so much! After school, he ran home to his mom and said, "I think I did my very best with the help of Allah! He definitely increased my math knowledge!" His mother laughed and said, "Alḥamdulillāh!"

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always ask Allah to increase our knowledge because He is the Most Knowledgeable Himself!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 6 Cleanliness

OBJECTIVE

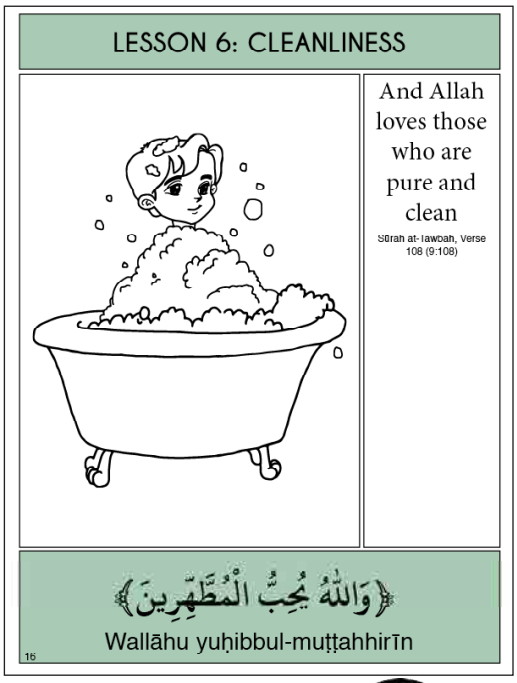
Students will learn about the importance of cleanliness in Islam. They will then memorize the āyah.

وَاللّٰـهُ يُحِبُّ الْمُطَّهِّرِينَ

Transliteration: Wallāhu yuḥibbul-muṭṭahhirīn
Translation: And Allah loves those who are pure and clean
Āyah Source: Sūrah at-Tawbah, Verse 108 (9:108)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about cleanliness today. Is it important for things to be clean? Why? What does it mean to be clean? What are some examples of cleanliness?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what kind of person does Allah say that He loves? Students will most likely answer, "a clean person!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



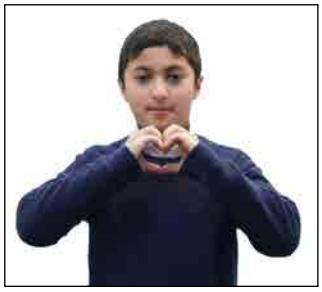
STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Allah created us and takes care of us, so He knows what is best for us. And one of the things that is best for us is to keep ourselves clean! If we do this to make Him happy, not only will we be super clean, Allah will also reward us in Jannah!
   - What are some ways that we can be clean? Example - picking up our trash, washing our hands, taking a shower, wearing clean clothes, organizing our desk, putting away our things, etc.
   - Did you know whenever you wash your hands and shower, with the intention of doing it for Allah, you get thawāb for it? You can get so much thawāb for things you already do in your daily life!
   - Being physically clean is one part of cleanliness, but have you thought about the spiritual part? What are some examples? Examples - doing wuḍūʾ or ghusl, trying to avoid sins, obeying Allah, only eating ḥalāl food, etc.
   - What are some ways that Allah has asked us to be clean? Ex: taking a shower often (especially on Fridays), cutting our nails (on Fridays), putting on perfume, brushing our teeth, doing wuḍūʾ before praying, etc.
   - The Prophet (ṣ) and Ahl al-Bayt (ʿa) are role-models for us in cleanliness. The Prophet (ṣ) always washed his hands before and after eating and gave a lot of importance to brushing his teeth.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pretend to wash yourself,' be sure to say the Arabic (muṭṭahhirīn) and translation (those who are pure and clean) so that students can associate the sign with the Arabic word and English meaning.

Point and look up
(Wallāhu - and Allah)



Make a heart
(Yuḥibbul - loves)

Pretend to wash yourself
(Muṭṭahhirīn - those who are pure and clean)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 3. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Tahir was a very messy boy, who loved to play all day long. At school, he played in the sandbox, slid down the tallest slide, and looked for caterpillars in the grass. He didn't wash his hands before or after eating lunch and would drop crumbs all over the floor. At home, when it was bath time, Tahir would run away, and his dad would have to chase him all over the house!

One day, a new student named Husain joined Tahir's class. Husain was extremely neat and clean. He kept his backpack and desk organized, cleaned up his messes, and washed his hands before and after eating lunch. Tahir wondered why Husain did all these things. Wasn't it a drag to have to clean all the time? Tahir decided to ask Husain why he kept everything so clean and tidy. Husain smiled and said, "Because if you don't wash your hands and clothes, germs can make you sick! Plus, I know that Allah loves it! In the Qurʾān, He says, [read āyah with translation]. Our Prophet (ṣ) and the Ahl al-Bayt (ʿa) liked cleanliness and told us we should be clean too." Tahir thought hard. He didn't realize that Allah also liked cleanliness. He thought just his parents liked cleanliness! Tahir loved Allah and the Prophet (ṣ) as well, so he wanted to be just like him. That night, when it was time for his bath, Tahir's dad didn't have to chase him. Tahir jumped happily into the bathtub and cleaned himself nicely so he could make Allah happy. This made his parents happy with him too!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We always want to be clean so we can make Allah happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 7

Spying on Others

OBJECTIVE

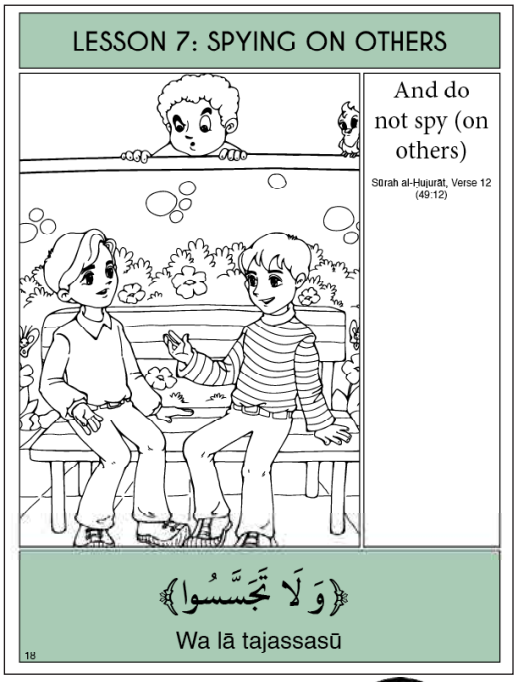
Students will learn about the importance of respecting the privacy of others. They will then memorize the āyah.

وَ لَا تَجَسَّسُوا

Transliteration: Wa lā tajassasū
Translation: And do not spy (on others)
Āyah Source: Sūrah al-Ḥujurāt, Verse 12 (49:12)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about spying and respecting the privacy of others. What does it mean to spy? Is it good to spy on others? Why or why not?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what kind of action do you think Allah dislikes? Students will most likely answer, "Spying!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



STEP 2: DISCUSSION

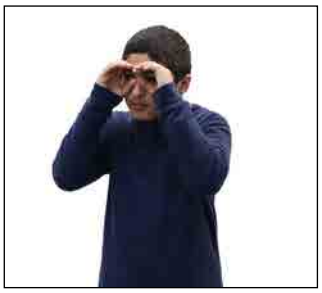
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Tajassasū (to spy) is when someone tries to find out things about other people that are private. Would you like it if someone spied on you?
   - Spying is something that prevents Muslims from being like brothers and sisters. When you spy, you invade someone's privacy, which they deserve to have! They would not only be very hurt if they found out, but this could also lead to gossiping about them. Why do you think spying would lead to gossiping?
   - Ask students to act out the following scenarios, first illustrating what not to do, and then acting out what they should do:
     - You are at school and you see someone is in trouble in the principal's office, but you cannot see who it is. What should you do?
     - You see your older sister or brother is talking to your parents privately, but you can't hear what they are talking about. What should you do?
     - You see your mom and dad are whispering about something and you are very curious to find out what it is. What should you do?

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make binoculars with your hands on your eyes,' be sure to say the Arabic (tajassasū) and translation (spy (on others)) so that students can associate the sign with the Arabic word and English meaning.

Make a "No" with your finger
(Wa lā - and do not)

Make a "No" with your finger
(Wa lā - and do not)


Make binoculars with hands
on your eyes
(Tajassasū - spy (on others))

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 3. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Ali and Muhammad had been friends their entire lives. They did everything together! They did puzzles together, went to the park, the masjid, and much more! One day, a new boy, Hasan moved to their town. The three of them quickly became close friends, but eventually Muhammad started to feel jealous and left out. He felt like Ali and Hasan were becoming closer friends to each other without him. Slowly, his behavior started changing. He would leave early to go home when the boys were playing basketball, or "accidentally" bump into Hasan at lunch. Hasan was sensible, and realized that maybe Muhammad felt left out. He made a plan to do something kind for Muhammad to show him that he cared about their friendship.

Meanwhile, Muhammad had his own plan, but it wasn't like Hasan's. He decided to spy on Hasan, hoping to hear him say something bad that he could report to Ali. Then, he could have his best friend back! But what Muhammad overheard shocked him! Hasan was telling Ali about his idea to buy Muhammad a gift - a lego set! Hasan said how his mom mentioned a ḥadīth that said gifts bring people closer together. He also wanted to remind Muhammad that he was still important to their friendship. Muhammad sure felt bad after hearing this! He immediately apologized to the boys for spying on them, and promised himself that he would never, ever spy again!

We learned today that Allah says in the Qurʾān [read āyah with translation]. We always want to make sure we don't spy so we can make Allah happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 8

Entering After Being Invited

OBJECTIVE

Students will learn about the importance of asking permission before entering someone's house or room. They will then memorize the āyah.

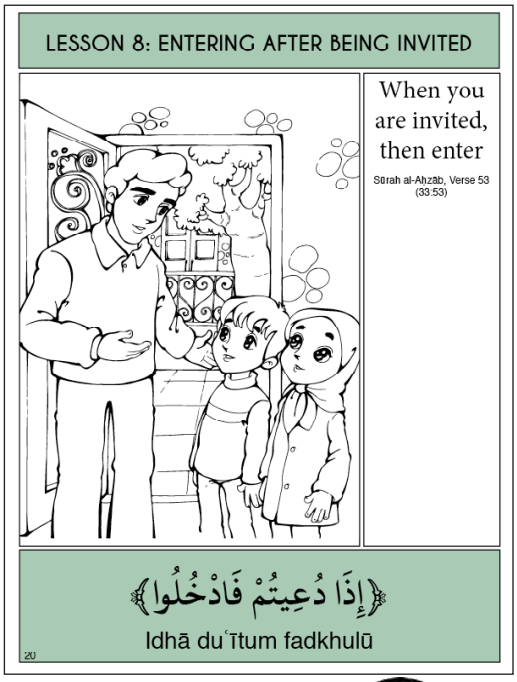
إِذَا دُعِيتُمْ فَادْخُلُوا

Transliteration: Idhā duʿītum fadkhulū
Translation: When you are invited, then enter
Āyah Source: Sūrah al-Aḥzāb, Verse 53 (33:53)

STEP 1: INTRODUCTION

5

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about asking for permission today. Why should we ask for permission before entering someone's room or house?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah commanding us to do? Students will most likely answer, "Ask for permission before entering!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 8: ENTERING AFTER BEING INVITED
When you are invited, then enter
Sūrah al-Aḥzāb, Verse 53 (33:53)
﴿إِذَا دُعِيتُمْ فَادْخُلُوا﴾
Idhā duʿītum fadkhulū

STEP 2: DISCUSSION

10

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Allah wants us to respect everyone. One of the ways we can show respect for others is by asking for permission before entering their home or room, or before borrowing their things.
   - This verse was first revealed to tell people that they should ask for permission before entering the Prophet's (ṣ) house. Even now, when we visit the Prophet's (ʿṣ) or the Imāms' (ʿa) shrines, we should seek their permission before entering their homes (or harams). This type of permission is called idhn dukhūl, and there is a special duʿā for it!
   - What would you to in these scenarios?
     - Your older sister's purse is next to you and you want some of the candy in her bag. What do you do?
     - You are at your friend's house and a door to one of the rooms is closed. You are very curious about what is inside the room. You notice the door is actually a tiny bit open. What do you do?
     - You are at your friend's house and see some cookies on the counter. What do you do?

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'signal to come over with your hand,' be sure to say the Arabic (idhā duʿītum) and translation (when you are invited) so that students can associate the sign with the Arabic word and English meaning.

Signal to come over with your hand
(Idhā duʿītum - when you are invited)

Pretend to open the lock with your hand
(Fadkhulū - then enter)

Pretend to open the door with your hand
(Fadkhulū - then enter)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

One day, Fatimah was very bored at home and wanted to do something fun. She had finished all of her homework and even read an entire book! Her older sister, Maryam, never seemed to be bored, so Fatimah wondered what amazing things she had to do in her fun room. One day, while Maryam was at her friend's house, Fatimah decided to sneak into her room. She finally had her chance to discover the exciting things that were in there! She dragged over a chair to reach the top shelf of Maryam's closet and reached for a box, but her feet slipped and she knocked the box off onto the floor! Crash! To Fatimah's horror, there was a mess of paint on the floor! Fatima was scared. Maryam and her parents would be so angry with her!

Just then, Maryam came upstairs. "Fatimah! Why are you looking through my things? What have you done?" Maryam said. "I'm so sorry Maryam!" Fatimah cried. "I was bored and I wanted to find something cool to do in your room!" Maryam looked at Fatimah and her tearful eyes, and took a deep breath to calm down. She said, "When you want to come into my room, you need to ask permission! That's what Allah loves. Remember the verse we learned? [read āyah with translation]." Fatimah was so relieved that Maryam wasn't angry that she gave her a hug. "I know, I promise I will always ask permission before coming in your room from now on!" she said.

We learned today that Allah says in the Qurʾān [read āyah with translation]. We always want to make sure we ask permission so we can make Allah happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 9

Wasting Food and Drink

OBJECTIVE

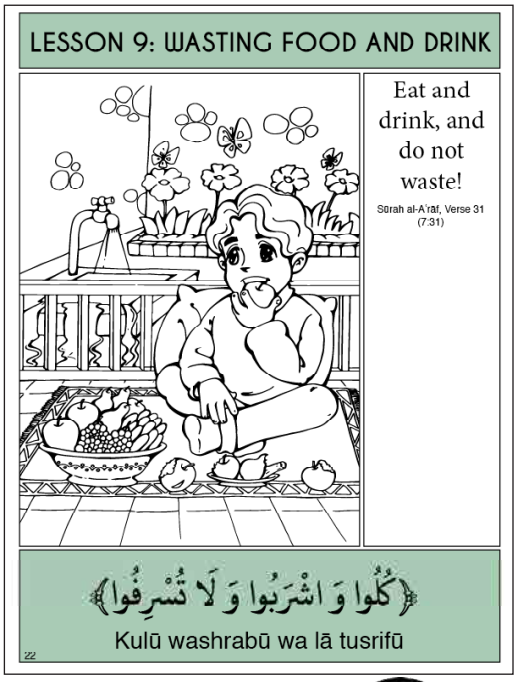
Students will learn about the importance of not wasting food or drinks. They will then memorize the āyah.

كُلُوا وَاشْرَبُوا وَلَا تُسْرِفُوا

Transliteration: Kulū washrabū wa lā tusrifū
Translation: Eat and drink, and do not waste!
Āyah Source: Sūrah al-Aʿrāf, Verse 31 (7:31)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about wasting today. What does it mean to waste?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah saying we should not do when we eat and drink? Students will most likely answer, "Don't waste!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 9: WASTING FOOD AND DRINK
Eat and drink, and do not waste!
Sūrah al-Aʿrāf, Verse 31 (7:31)
﴿كُلُوا وَاشْرَبُوا وَلَا تُسْرِفُوا﴾
Kulū washrabū wa lā tusrifū

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Why do you think Allah gave us the blessing of food and water? Examples - so we have energy, so we can grow up to be strong, so we can be healthy, etc
   - Allah does not like it when we waste anything, no matter what it is! What are some ways that we can avoid wasting in our daily lives? Examples - taking only as much food as we will eat, turning off lights when we aren't using them, turning off the water while brushing our teeth, etc.
   - Discuss wasting in different scenarios.
     - Your mom packed you a big lunch, but you cannot finish your food. What should you do? Examples - take the rest home, finish it later, tell your mom it was too much so she can give you less next time, etc
     - You find a piece of bread on the floor. What do you do? Example - give it to some birds, put it in compost
     - If you really like a certain food but you are already full, what should you do with that food? Example - save it for later because eating too much is also a form of wasting
   - Use this verse at snack or lunch time.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pretend to eat with your hand,' be sure to say the Arabic (kulū) and translation (eat) so that students can associate the sign with the Arabic word and English meaning.

Pretend to eat with your hand
(Kulū - eat)

Pretend to drink
(Washrabū - and drink)

Make "No" with your finger
(Wa lā - and do not)

Make "No" with your finger
(Wa lā - and do not)

Pretend to throw away food
(Tusrifū - waste)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Khalid was a little boy who was very wasteful. Even though Allah had given him all the blessings you could imagine, he did not thank Allah for them properly! Sometimes, he would ruin a whole bowl of fruit by biting each apple until he found the sweetest one. Other times, he ate so much he would get a stomach ache! At home, Khalid would leave lights on that he didn't need or leave the water running when brushing his teeth. But one day at school, Khalid's teacher taught them a new āyah: [recite the āyah with translation]. He went home thinking hard about the āyah.

In the evening, his father was telling him about all the children in the world who don't have enough to eat. So many children go to bed with empty stomachs! Khalid thought about how much he had eaten that day and the āyah he learned, and felt very sad. Khalid's dad said, "This is why Allah has told us not to waste anything—not water, not food, not even electricity! Khalid thought about how much he wasted every day, and knew he needed to be more thankful and less wasteful. Khalid made a promise to himself and to Allah that he would do his best to always finish his food and eat only as much as he needed. He also decided to form a club at school to collect donations for those who were hungry so he could help others! Khalid thanked Allah every day for what he was given and did his best not to waste to make Him happy with him!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We always want to make sure we don't waste so we can make Allah happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 10 Cleanliness

OBJECTIVE

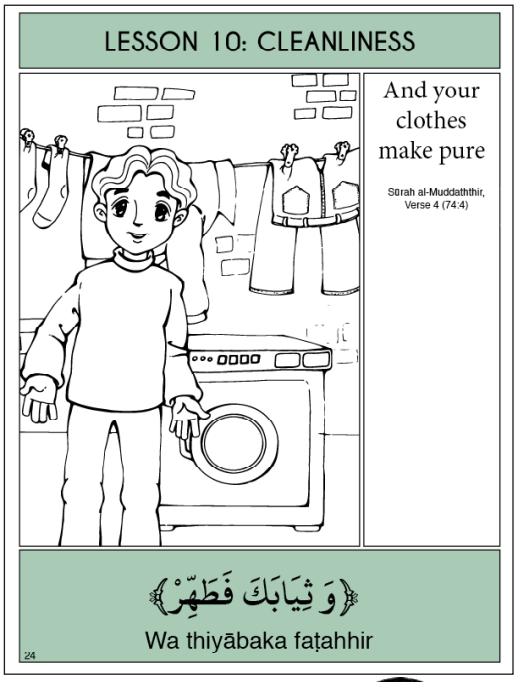
Students will learn about the importance of wearing clean and presentable clothing. They will then memorize the āyah.

وَثِيَابَكَ فَطَهِّرْ

Transliteration: Wa thiyābaka faṭahhir
Translation: And your clothes make pure
Āyah Source: Sūrah al-Muddaththir, Verse 4 (74:4)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about keeping our clothes clean today. Why is it important for us to wear clean clothes? How can we keep our clothes clean?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is one way Allah tells us to be clean? Students will most likely answer, “By washing our clothes!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What are some ways that we can keep ourselves and our clothes clean? Examples - taking a shower, brushing our teeth, washing our hands, washing our dirty clothes, wearing clean clothes to school and the masjid etc.
   - We should keep our bodies and our clothes clean, especially in prayer and in the presence of Allah. Allah loves it when we keep ourselves clean!
   - When we practice cleanliness in order to please Him, Allah will reward us! In fact, when you do your laundry for the sake of Allah, you get thawāb!
   - Ask students about the following scenarios:
     - Where should you put your dirty clothes?
     - What are some items of clothing that you should put in the laundry every day? (Ex. dirty socks, clothes that get food or dirt on them, underwear, etc.)

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pretend to wash a piece of clothing with hands,' be sure to say the Arabic (faṭahhir) and translation (make pure) so that students can associate the sign with the Arabic word and English meaning.

Pull your clothes
(Wa thiyābaka - and your clothes)

Pretend to wash a piece of clothing with hands
(Faṭahhir - make pure)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Abbas was a kind and honest boy. He was respectful to his parents, teachers, and friends. However, there was one thing that he needed to work on: cleanliness! He never washed his clothes unless his mother reminded him or forced him to. She would always tell him about how the Prophet (ṣ) and Imāms (ʿa) emphasized the importance of wearing clean clothes. She even told him that Allah says in the Qurʾān [read āyah with translation]! But Abbas was not bothered and would shrug at her.

His mom decided it was time for him to learn a lesson about cleanliness. For the next few days, when Abbas came home, she let him play outside until dinner time and didn't make him change. She stopped doing his laundry and picking up his dirty clothes. A few days later, Abbas wanted to get ready for school, but he couldn't find anything clean to wear! All he had were dirty clothes all over his bedroom floor! Abbas also began to notice that his room smelled! He felt very icky without clean clothes to wear and his dirty room. When everything was clean, he felt happier, energetic, and organized. And most importantly, Allah was happier with him too! Abbas apologized to his mom and did his laundry with her help. He also promised that he would be sure to clean himself up after getting dirty so that Allah would be pleased with his actions! Abbas's mom was proud of him for realizing his mistake and trying to fix it.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should make sure that we keep our clothes clean so that we can make Allah happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 11

Rushing to do Good Deeds

OBJECTIVE

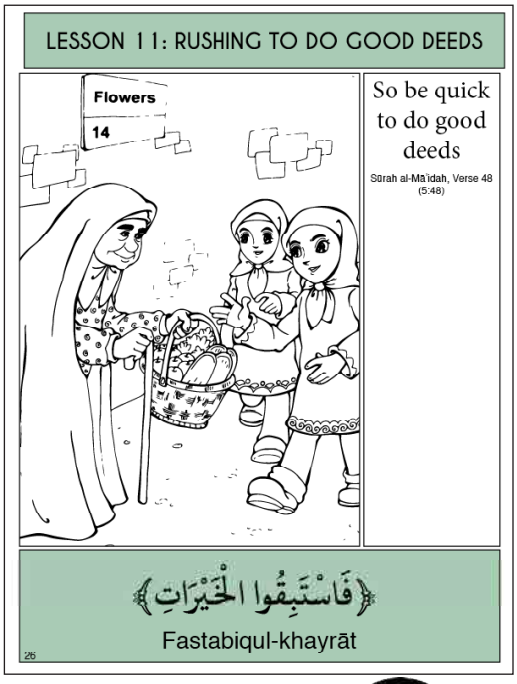
Students will learn about the importance of being quick to do good deeds. They will then memorize the āyah.

فَاسْتَبِقُوا الْخَيْرَاتِ

Transliteration: Fastabiqul-khayrāt
Translation: So be quick to do good deeds
Āyah Source: Sūrah al-Mā'idah, Verse 5 (5:48)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about doing good deeds. What are some good deeds that we can do? Why should we try to do as many good deeds as we can and why should we rush to do them?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, how does Allah tell us to do good deeds? Students will most likely answer, "Quickly!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What does it mean to rush, be quick, or race? Examples - to be as fast as possible, to compete with each other to get ahead.
   - Why do you think we should rush to do good deeds? Examples - because you might miss the opportunity to do the good deed, because Allah loves those who rush to do things that please Him. For example, if someone cannot find their jacket, you should hurry to help them find it. Once they've found it, the opportunity to do good is gone! Another example, if an elderly person at the masjid wants water, you should rush to get it for them otherwise someone might beat you to it, and your opportunity to do a good deed is lost!
   - Ask students to mention different types of "khayrāt" or good deeds. Make a T-chart with "Good Deeds" and "Why Race?" so students can think of more good deeds and why they should rush, like the examples mentioned above.
   - Allah has told us it is very important to help people and He loves it when we do so! What are different ways we can help people?

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pretend to run,' be sure to say the Arabic (fastabiqul) and translation (so be quick) so that students can associate the sign with the Arabic word and English meaning.

Pretend to run
(Fastabiqul - so be quick)

Two thumbs up
(Khayrāt - to do good deeds)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Fatimah and Zehra were sisters who were very close and loved Allah very much. Together, they did their best to make Him happy. One of the things that made their bond very strong was that they always raced with each other to do good things for the sake of Allah. This type of race is not one where there is a winner and a loser. Instead, it is a race that never ends and has a huge prize — Jannah! Both of them were always trying their best to do more good deeds and find new chances to do something good and help others. Fatimah and Zehra would talk about going to Jannah (heaven) so they could be best friends and sisters there too!

At home, when their father was thirsty, they would both rush to be the first to give him water. When their grandmother needed help carrying things, they would try to be first to grab the basket from her hand! At school, when their teacher needed help, both of them would stand up to try to get there first. Sometimes it would be Fatimah, and sometimes it would be Zehra! But one thing was for sure: Allah loves those who race to do good deeds, so they were both winners in the eyes of Allah!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We always want to make sure we encourage each other to do good deeds so we can make Allah happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 12: Speaking Kindly

OBJECTIVE

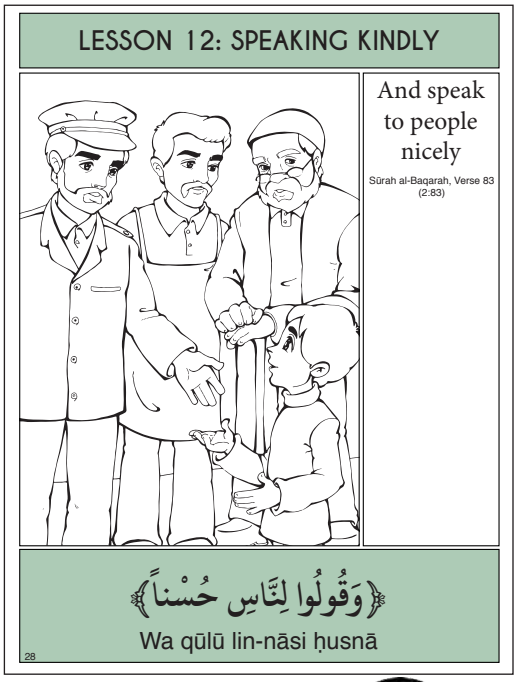
Students will learn about the importance of speaking to others nicely and kindly. They will then memorize the āyah.

وَقُولُوا لِلنَّاسِ حُسْناً

Transliteration: Wa qūlū lin-nāsi ḥusnā
Translation: And speak to people nicely
Āyah Source: Sūrah al-Baqarah, Verse 83 (2:83)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about speaking to each other in a kind and beautiful way. Why is it important to speak kindly to each other? What are some examples of speaking in a kind way?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, how does Allah tell us to speak to one another? Students will most likely answer, “Nicely!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Sometimes, we want to do nice things for people, but we can’t! We might not have the money, or maybe we don’t have transportation. However, there is one nice thing that most of us can do anywhere and at any time: speaking nicely! What are some words that we can use when speaking to each other in a kind way? Why is this an important part of being a good Muslim?
   - What are some ways we can speak nicely? Examples - saying please and thank you, speaking with love, making requests gently, using a sincere tone. (Explain what a sincere tone is and demonstrate what it would sound like).
   - What are some ways we can use our body language to be nice? Examples - smiling, laughing, giving our friends handshakes or hugs, etc.
   - Even when people are mean or rude, we should try to respond to them in a nice manner. Take a deep breath and try to calm down before responding. Optional: make a T-chart of phrases that would be considered polite/rude.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pointing to the people,' be sure to say the Arabic (linnāsi) and translation (to people) so that students can associate the sign with the Arabic word and English meaning.

Put a hand next to your mouth and pretend to talk (Wa qūlū - and speak)

Point to people (Lin-nāsi - to people)

Point to people (Lin-nāsi - to people)

Point to people (Lin-nāsi - to people)

Two thumbs up (Ḥusnā - nicely)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Hasan was a boy who was very rude to everyone around him. At recess, he would yell at his friends for not saving the ball for him. At home, Hasan would complain about what was for dinner. "Not mac and cheese again - yuck!" His parents were very unhappy with his rude words. That night at bedtime, Hasan heard his father telling his little sister a story from the life of Imām Ḥasan (ʿa). The story went like this: There once was a man who was very rude to Imām Ḥasan (ʿa). Instead of responding in the same manner to the man, the Imām (ʿa) responded to him very politely. He asked the man if he was new in town, and if he needed a place to stay or food to eat. The man became very embarrassed and surprised at how kind the Imām was. He became a believer because of the Imām's amazing akhlāq! Subḥānallāh! Hasan listened carefully to the story the whole time and realized that Allah was probably very unhappy with him! He decided it was time to make a change to please Allah.

The next morning, Hasan greeted his father warmly and shook his hand with a smile. Then, he hugged his mom and thanked her for the delicious breakfast she made. His kindness was contagious! Soon, everybody was smiling and happy. He decided from that day on, he was going to live like the Prophet (ṣ) and his Ahl al-Bayt (ʿa) and speak kindly and beautifully to people, just as it says in the āyah!

We learned that Allah says in the Qurʾān [read āyah with translation]. We always want to speak kindly so we can make Allah happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 13

Allah Cures the Sick

OBJECTIVE

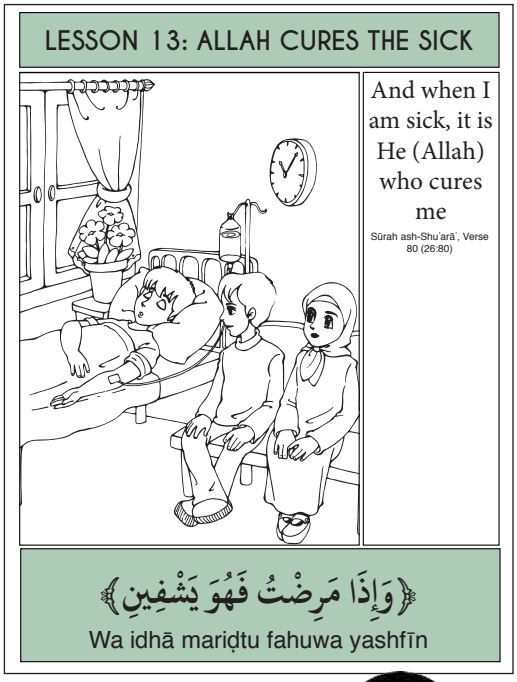
Students will learn about how Allah is the One who cures the sick or gives us the means to cure the sick. They will then memorize the āyah.

وَإِذَا مَرِضْتُ فَهُوَ يَشْفِينِ

Transliteration: Wa idhā mariḍtu fahuwa yashfīn
Translation: And when I am sick, it is He (Allah) who cures me
Āyah Source: Sūrah ash-Shuʿarāʾ, Verse 80 (26:80)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about Allah curing us when we are sick. Can you remember a time you or someone in your family got sick or hurt? Did they see a doctor? Who helps doctors cure people who are sick?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what are we learning about Allah? Students will most likely answer, "He cures those who are sick!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 13: ALLAH CURES THE SICK
And when I am sick, it is He (Allah) who cures me
Sūrah ash-Shuʿarāʾ, Verse 80 (26:80)
﴿وَإِذَا مَرِضْتُ فَهُوَ يَشْفِينِ﴾
Wa idhā mariḍtu fahuwa yashfīn

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Allah is the One who truly cures all sicknesses. We go to the doctors and take medicine to help us when we are sick-- but who created the doctors and helped them get the knowledge they need to help us? Sometimes, our bodies will even get better without even taking any medicine because it heals itself! This is by the power of Allah and it was designed by Him!
   - Who should be the first One we ask when we get sick or hurt? When we ask Allah for help first, He can help guide us to find the best doctor and medicine and help our bodies recover. We should always ask Allah for help and realize that all help comes from Him.
   - We can also ask Allah to help cure us of the diseases and sicknesses of our soul. Just as there are diseases of the body, there are also diseases of the soul which are inside of us as well. We should ask Allah to cure us from both! What are some sicknesses of the soul? Examples - lying, backbiting, etc.
   - It's also very important to visit someone who is sick! Angels will visit them too and make special duʿā for you for visiting! Remember not to stay too long because a person who is sick needs their rest!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'Put hands out to show you're feeling better,' be sure to say the Arabic (yashfīn) and translation (who cures me) so that students can associate the sign with the Arabic word and English meaning.

Put one hand on your forehead, pretend to be sick (Wa idhā mariḍtu - and when I am sick)

Point up (Fahuwa - it is He (Allah))

Put hands out to show you're feeling better (Yashfīn - who cures me)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Ali was a boy who was very active! He loved to play sports with his friends and family, and do lots of exercise. One day, while he was on a ski trip with his cousins, he fell and broke his leg! He was so worried! What if he couldn't play sports or ski again? He told his parents about his fears. They reminded him that Allah says in the Qurʾān [read āyah with translation]. Ali began to feel less worried, remembering that Allah is the one Who helps people who are sick or hurt.

The doctors and nurses did X-rays on his leg and put it in a light blue cast to help it heal. Ali realized how much he appreciated the blessing of health and being able to use his leg. Every morning when he woke up for Fajr, he would pray to Allah to make him well again so he could get back to playing with his friends. Ali knew that with Allah's help, the cast would heal his leg. But he would still always pray to Allah since He is the one who created the ways for us to heal in the first place!

Finally, a few weeks later, Ali was as good as new! "Alḥamdulillāh!" Ali exclaimed. He was so thankful to Allah for curing him and helping him find great doctors. He decided that from then on, whenever anyone he knew was sick or injured, he would definitely visit them. He now knew exactly how they felt when they were stuck at home!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We always want to make sure we ask Allah to cure us, since He is the One who cures!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 14

Blessed be Allah!

OBJECTIVE

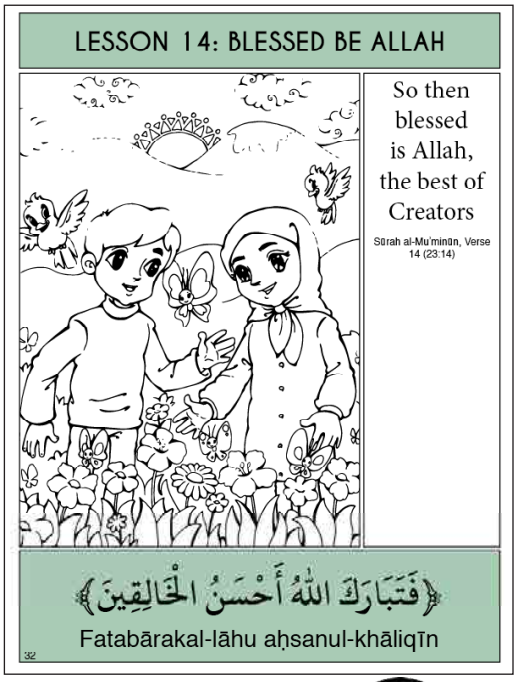
Students will learn about the magnificence of Allah as the Creator of all things. They will then memorize the āyah.

فَتَبَارَكَ اللَّهُ أَحْسَنُ الْخَالِقِينَ

Transliteration: Fatabārakal-lāhu aḥsanul-khāliqīn
Translation: So then blessed is Allah, the best of Creators
Āyah Source: Sūrah al-Muʾminūn, Verse 14 (23:14)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about Allah, the best of Creators. Who created me and you? Who created everything around us? What are some of the things that Allah created?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what are we learning about Allah? Students will most likely answer, "He created everything! He is the best Creator!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 14: BLESSED BE ALLAH
So then blessed is Allah, the best of Creators
Sūrah al-Mu'minūn, Verse 14 (23:14)
﴿فَتَبَارَكَ اللَّهُ أَحْسَنُ الْخَالِقِينَ﴾
Fatabārakal-lāhu aḥsanul-khāliqīn
32

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - In this āyah, Allah is telling us that humans are His beautiful creations and that He is the best of Creators. Can you name some things Allah created? Examples - animals, plants, earth, moon, stars, planets, mountains, seas, etc.
   - Imām ʿAlī (ʿa) has told us that one of the ways to get closer to Allah is to think about how we were created. As humans, we are miraculous creations of Allah! We used to be a clot of blood which developed into a whole human being and then Allah put a soul into this body to make it alive! Subḥānallāh! Doctors and scientists have spent thousands of years studying the human body and still haven't figured everything out!
   - Allah is the Ultimate Creator! Do you know why? Well, when we make something, like a toy, we find parts and then put them together right? But Allah not only puts the parts together, He creates those parts as well!
   - Ask students to think about some of Allah's amazing creations (e.g. the way caterpillars become butterflies, how seeds grow into huge trees, the way the sun lights up the earth during the day, while the moon lights it up at night, volcanoes that erupt, etc.)

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'hands up in celebration,' be sure to say the Arabic (fatabārak) and translation (so then blessed) so that students can associate the sign with the Arabic word and English meaning.

Hands up in celebration
(Fatabārakal - so then blessed)

Point up
(lāhu - is Allah)

Two thumbs up
(Aḥsanul - the best of)

Fist opening up like flower
(Khāliqīn - Creators)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Maryam and Jabir loved to spend time in nature so every weekend, they would go for a hike with their parents. Their parents enjoyed teaching them about Allah's different creations, and Maryam and Jabir soon began to appreciate Allah's creations as much as their parents. One day, while on a hike, their Mama and Baba taught them about the life cycle of butterflies. Mama explained how caterpillars hatch from tiny eggs, and eat and eat until they're ready for the next phase of their life - a huge transformation! They build safe little cocoons around themselves and after spending a few days inside, they emerge as beautiful butterflies. This whole cycle starts again when these butterflies fly around and lay their own tiny eggs! Baba explained how this perfect system was created by Allah, the best of Creators. He told them that Allah says in the Qurʾān [read āyah with translation].

Maryam and Jabir were amazed and began to notice all of Allah's creations around them, like the mountains, sky, and clouds. Maryam saw a butterfly and noticed how its pretty wings had thousands of colorful scales that allowed it to fly high, high in the sky! Jabir realized how its wings helped it camouflage with its surroundings and hide from its enemies that might want to harm it. "Subḥānallāh!" they both thought. Allah gave them a built-in protection system to help them survive!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. The next time you see a butterfly or any other creation of Allah, think about how perfect Allah's system is, and remember that He is the Best of Creators!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 15

Brotherhood and Sisterhood

OBJECTIVE

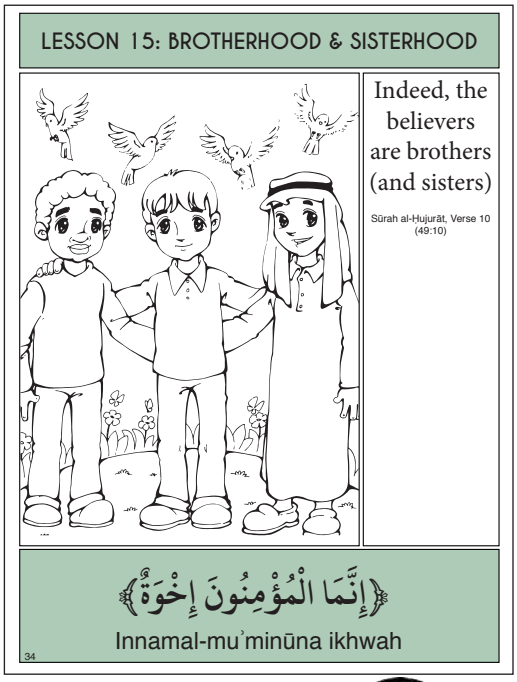
Students will learn about the importance of brotherhood and sisterhood. They will then memorize the āyah.

إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ

Transliteration: Innamal-muʾminūna ikhwah
Translation: Indeed the believers are brothers (and sisters)
Āyah Source: Sūrah al-Ḥujurāt, Verse 10 (49:10)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about brotherhood and sisterhood today. How can I be a brother or sister to someone who is not related to me? What does sisterhood or brotherhood mean? Why is it special?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us? Students will most likely answer, “To be kind to our brothers and sisters in Islam!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



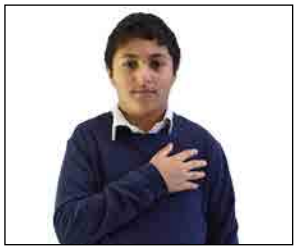
STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What are some things we should do for our brothers and sisters in Islam? Examples - greet each other warmly by saying ṣalām, forgive each other quickly, help those in trouble, be kind to each other for the sake of Allah,
   - The Prophet (ṣ) and Ahlul Bayt (ʿa) have taught us that we are all brothers and sisters, regardless of our race, ethnicity, and social status. Our īmān (faith) and love for Allah are what makes us brothers and sisters.
   - One day, the Prophet (ṣ) was in the masjid and a poor man came and sat next to a rich man. The rich man moved his clothing away from the poor man, so that the poor man wouldn’t touch him. The Prophet (ṣ) was not happy when he saw this, and reminded the rich man that this was not the right way to act. He asked him: Why don’t you want this man’s clothing to touch you? What will happen to you if his clothings touch you? Will your riches become less? The rich man realized his mistake, asked for forgiveness, and offered a lot of his money to the poor man. However, the poor man refused and said, "No, thank you. I am worried that if I become rich, I will start acting the way you did, and treat others how you treated me. I do not want to do that.”
   - How does this story connect to brotherhood/sisterhood and how we should treat other people?

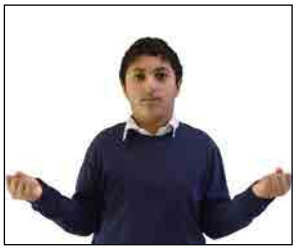
STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'place hands out as if you are reciting Duʿā Waḥdah,' be sure to say the Arabic (ikhwah) and translation (are brothers (and sisters)) so that students can associate the sign with the Arabic word and English meaning.

Victory with fist
(Innamal - indeed)



One hand on heart to show faith
(Muʾminūna - the believers)



Place hands out as if you are reciting Duʿā Waḥdah
(Ikhwah - are brothers (and sisters))

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Musa, Hasan, and Jafar called themselves brothers and good friends, but they weren't from the same family. So how were they brothers? They were brothers in Islam! Allah says in the Qurʾān, [read āyah with translation]. The three of them went to school together and helped each other become better Muslims by learning more about Islam. They looked out for each other because of how much they loved Allah!

One Eid, Musa invited his friends and their families over for an Eid lunch! Musa, Hasan, Jafar, and some other friends were having a great time playing football and tag. Once they were done, Musa's dad brought out some juice and snacks to share. They were all so hungry from running around that they started grabbing all the snacks! Oh no! A few minutes later, they realized that Jafar had gone to the bathroom and by the time he returned, all the juice and snacks were finished! Everyone felt really bad, but Jafar assured them it was okay. Hasan had some extra snacks on his plate and Musa had not opened his juice yet, so they decided to share with Jafar. This made him really happy. When Musa's dad saw this, he gave him a big hug and told him how this would make Allah very happy. Musa was very happy to be a part of this brotherly friendship with his friends. He knew that if he was ever in the same situation, his brothers would take care of him too because they were brothers and sisters in Islam!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We always want to be good to our brothers and sisters in Islam so we can make Allah happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 16

Congregational (Jamāʿah) Prayers

OBJECTIVE

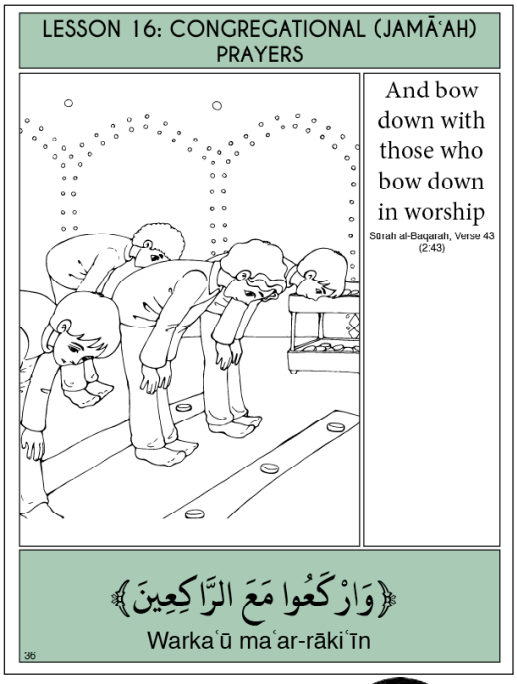
Students will learn about the importance of rukūʿ and praying together in groups. They will then memorize the āyah.

وَارْكَعُوا مَعَ الرَّاكِعِينَ

Transliteration: Warkaʿū maʿar-rākiʿīn
Translation: And bow down with those who bow down in worship.
Āyah Source: Sūrah al-Baqarah, Verse 43 (2:43)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about praying ṣalāh together. What are the benefits of praying together? What is the importance of rukūʿ?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us to do? Students will most likely answer, "To pray ṣalāh and do rukūʿ together!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 16: CONGREGATIONAL (JAMĀʿAH) PRAYERS
And bow down with those who bow down in worship
Sūrah al-Baqarah, Verse 43 (2:43)
﴿وَارْكَعُوا مَعَ الرَّاكِعِينَ﴾
Warkaʿū maʿar-rākiʿīn

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Why do you think Allah tells us to pray together in a group?
     - Equality: No matter who you are, everyone comes together to worship Allah.
     - Unity: Everyone worships together, in the same language, at the same time, in exactly the same way!
     - More rewards from Allah when we pray together. The best way to offer ṣalāh is in jama'āh — which means together in a group. Allah gives us many rewards for jamāʿah, so much so that the angels cannot even count the rewards because they are too many!
   - In ṣalāh, we do rukūʿ, which is a sign of respect and humbleness, showing Allah that we will do whatever He wants us to do. Can you think of other times you have seen people bow? Example - out of respect for elders, in front of a king or queen, etc.)
   - When we bow down to Allah in rukūʿ, it's very different from these other situations. We are bowing to Allah because He has created us and takes care of us. We worship Him and give Him respect. Everything we have is because of Him! Imām ʿAlī (ʿa) loved and gave so much importance to rukūʿ that sometimes he would be in rukūʿ for hours.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'do rukūʿ,' be sure to say the Arabic (warkaʿū) and translation (and bow down) so that students can associate the sign with the Arabic word and English meaning.

Do rukūʿ
(Warkaʿū - and bow down)

Bring two hands together
(Maʿar - with)

Do rukūʿ while pointing to others around you
(rākiʿīn - those who bow down in worship)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

One day, Yusuf was at the masjid when the adhān for Ẓuhr prayer began. Everyone started doing wuḍū and lining up for prayer. However, Yusuf was so excited to read his new book that he decided to sit on the side and read, instead of joining jamāʿah. His Sunday school teacher saw him on the side and asked, "Yusuf, would you like to join us and pray together?" "I will pray by myself later," Yusuf replied. His teacher asked, "Hmm... If I told you that you could choose between getting one dollar for doing your homework by yourself or a million dollars for doing your homework in a group, which would you choose?"

Yusuf laughed and said, "Obviously, I'd choose a million dollars and get help on my homework! What does that have to do with ṣalāh?" His teacher smiled and said, "You see, there are a lot of people, fellow brothers and sisters of ours, standing for prayer," his teacher said. "They are all facing the same qiblah, reading the same sūrahs, doing rukūʿ, and all of the other motions together. This brings us closer to one another and makes us more unified. Allah loves it so much that He has said He will give an infinite number of rewards (more than a million) if there are more than ten people. I think you're missing out if you choose to pray by yourself!" Yusuf began to see the major benefits of praying in jamāʿah, and decided that he did not want to miss out on praying together with his friends and community.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to pray in jamāʿah so we can get more thawāb and make Allah happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 17

Whispering

OBJECTIVE

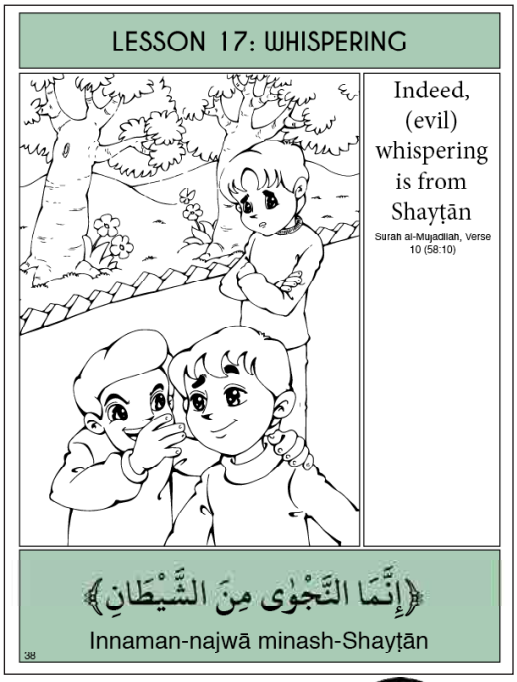
Students will learn about the negative effects of whispering about others. They will then memorize the āyah.

إِنَّمَا النَّجْوٰى مِنَ الشَّيْطَانِ

Transliteration: Innaman-najwā minash-Shayṭān
Translation: Indeed (evil) whispering is from Shayṭān
Āyah Source: Sūrah al-Mujādilah, Verse 10 (58:10)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Can you think of a time you were hurt or felt left out because others were whispering and you didn't know what they were saying?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what kind of whispering does Allah dislike? Students will most likely answer, "Evil whispering!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What are the reasons you might whisper in front of other people?
   - Whispering is something that we might do often. It can be good, when you're at the masjid and want to ask your mom or dad a question about the speech, or it can be bad. The whispering Allah is talking about is the bad type.
   - Why do you think some whispering is bad? Why do you think Allah says whispering is from Shayṭān? How do you think whispering makes someone else feel if you are sitting with a group of people?
     - Whispering could hurt other people's feelings - they may feel like you're talking about them, or they may feel left out
     - Whispering that could hurt someone's feelings is harām and Allah doesn't like it.
   - Our Prophet (ṣ) has told us that if there are three people in a group, two of them should not whisper to each other because the third person will feel hurt.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pretend to whisper to someone,' be sure to say the Arabic (najwā) and translation ((evil) whispering) so that students can associate the sign with the Arabic word and English meaning.

Victory with fist
(Innaman - indeed)

Pretend to whisper to someone
(Najwā - (evil) whispering)

Place two fingers on head to make a devil
(Minash-Shayṭān - is from Shayṭān)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

One day, Zain's mother saw him standing alone in the basketball court after school. His mother asked him why he wasn't playing with Kazim and Sajjad, who were shooting hoops. "I just don't feel like it. I want to go home," Zain told his mom. The truth was, his feelings were hurt. The three boys always played basketball after school, but the two boys that he thought were his friends yesterday weren't his friends today! Kazim didn't invite Zain to play with them and then Sajjad started saying mean things to him. The boys were whispering to each other in front of Zain, which made him feel even worse. Were they making fun of him? Why didn't they include him?

Before he went to bed, Zain decided to tell his mom what was happening. The next day, Zain's mom went to speak with his teacher to explain what was happening. Sister Kamila thanked her and told her that she would take care of it. Later that day during Islamic Studies, she introduced the class to the āyah of the Qurʾān [read āyah with translation]. She asked the class to think about if they had ever done something like this. Kazim and Sajjad looked at each other and felt terrible. After class, the teacher had a discussion with Kazim and Sajjad about their whispering. Kazim said, "We should probably apologize to Zain..." Sajjad replied, "Yeah, I didn't realize whispering was so bad and mean!" Later, they went to Zain and invited him to play basketball. They apologized for being rude and hurting his feelings, and promised to never do so again!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We always want to make sure we don't whisper in a way that would make Allah unhappy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 18

Being Thankful to Allah

OBJECTIVE

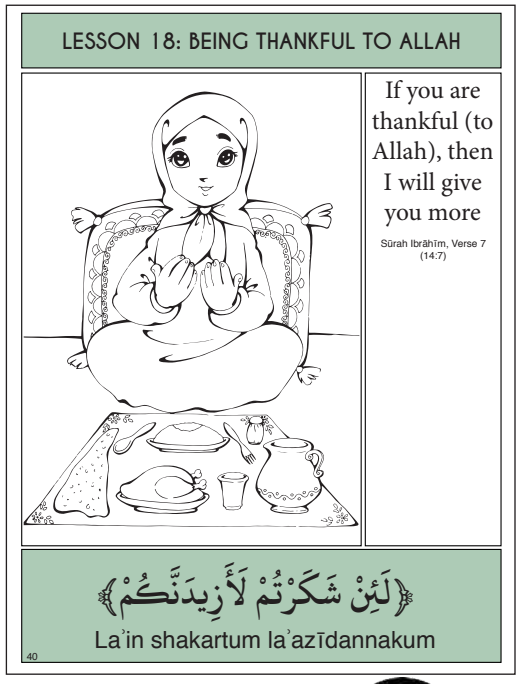
Students will learn about the importance of being thankful to Allah. They will then memorize the āyah.

لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ

Transliteration: Laʾin shakartum laʾazīdannakum
Translation: If you are thankful (to Allah), then I will give you more
Āyah Source: Sūrah Ibrāhīm, Verse 7 (14:7)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about being thankful to Allah today. What does being thankful mean? When should we be thankful to someone? Why should we be thankful to Allah?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us? Students will most likely answer, "That we should thank Allah!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 18: BEING THANKFUL TO ALLAH
If you are thankful (to Allah), then I will give you more
Sūrah Ibrāhīm, Verse 7 (14:7)
﴿لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ﴾
Laʾin shakartum laʾazīdannakum
40

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Who should we thank for everything that we have? Allah! Being thankful is a very important quality. In fact, there is a very special place in Jannah with Allah for those who are thankful to Him.
   - In this verse, Allah makes a promise, and Allah never breaks His promise. He promises us that if we thank Him, He will give us even more!
   - What are some ways that we can thank Allah for His blessings? Examples - prayer, duʿā, saying Alḥamdulillāh, reading Qurʾān, etc.
   - One of the best ways to thank Allah is to use what He has given us in a way that would make Him happy. Make a T-chart with students with blessings on one side and the best way to use them on the other. Some examples:
     - Eyes: to use them to study Allah's creation so we can get closer to Him by learning about the amazing things that He has created, to read good things that will help us learn and grow.
     - Hands: to help our parents or other people, or to raise our hands in duʿā.
     - Pencils: to use them to write good things. Did you know if you write a ḥadīth or a verse of the Qurʾān, Allah will give you rewards until that ḥadīth or verse stays on that paper?

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'hand on chest and bow,' be sure to say the Arabic (laʿin shakartum) and translation (if you are thankful (to Allah)) so that students can associate the sign with the Arabic word and English meaning.

Hand on chest and bow (Laʾin shakartum - if you are thankful (to Allah))

Taking hands up levels (Laʾazīdannakum - then I will give you more)

Taking hands up levels (Laʾazīdannakum - then I will give you more)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Zahra was an adventurous girl, but she was also a very picky eater. She wanted different types of food every day—not the same old things her mom cooked! She didn't want to hurt her mom's feelings, so she never said anything...until one day, Zahra was in a really bad mood. At dinner time, she saw that her mom made a roast chicken again! "Roast chicken, again? I'm so tired of eating this!" she exclaimed.

Her mother was upset with her and replied, "Zahra! You should not say this! Did you know that all of our blessings, such as food, come from Allah? You should never be unthankful for having a warm meal to eat, since so many people don't have even that." Zahra immediately felt guilty. She knew lots of people didn't get enough food to eat. She apologized to her mother, "Sorry Mama, you're right. I shouldn't complain." Her mother replied. "It's very good to be thankful for what you have! Allah says in the Qurʾān, [read āyah with translation]. Allah loves those who are content with what He has given them." Zahra wanted to be one of the people that Allah loves, so she decided to try to be more thankful. Whenever she got to eat a warm meal, no matter what it was, she would say, "Alḥamdulillāh for this enormous blessing!" When she grew older, she would give lots of charity to show how thankful she was, and indeed, Allah did give her more blessings!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We always want to be thankful to Allah for His blessings so we can make Allah happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 19

Being Grateful to Parents

OBJECTIVE

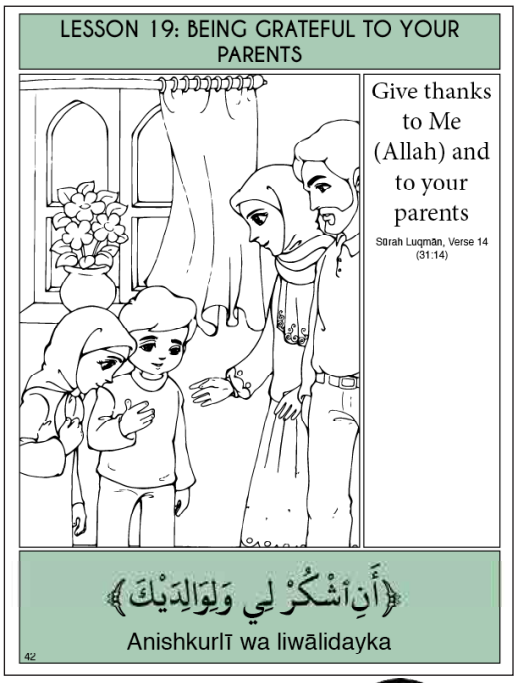
Students will learn about the importance of being grateful to Allah and their parents. They will then memorize the āyah.

أَنِ اشْكُرْلِي وَ لِوَالِدَيْكَ

Transliteration: Anishkurlī wa liwālidayka
Translation: Give thanks to Me (Allah) and to your parents
Āyah Source: Sūrah Luqmān, Verse 14 (31:14)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We've talked about how important it is to be thankful to Allah. Now, we are going to talk about being thankful to our parents. Why should we be thankful to our parents? What are some things they do for us?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us to do? Students will most likely answer, "Be thankful to our parents!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 19: BEING GRATEFUL TO YOUR PARENTS
Give thanks to Me (Allah) and to your parents
Sūrah Luqmān, Verse 14 (31:14)
﴿أَنِ اشْكُرْ لِي وَلِوَالِدَيْكَ﴾
Anishkurlī wa liwālidayka
42

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Allah has given our parents a very important position. If someone wants to make Allah happy, and to be successful in this world and the next, one of the keys to Allah's mercy is goodness to our parents.
   - In this verse, Allah says to thank Him, because everything we have is from Him. Immediately after that, He says to thank your parents! Allah chose our parents for us and we should thank Him by appreciating them. Just imagine how important our parents are if Allah is saying that we should thank them right after we thank Allah!
   - What are some ways you can thank your parents?
     - Kiss their hands/feet
     - Thank them for all the things they do for you
     - Make special duʿā for them
     - Help them before they even ask for help
     - Listen to what they say
     - Always let them do things first, like taking food, starting to eat, etc.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'hands on chest and bow,' be sure to say the Arabic (anishkur) and translation (give thanks) so that students can associate the sign with the Arabic word and English meaning.

Hand on chest and bow
(Anishkur - give thanks)

Point up
(Lī - to Me (Allah))

Make a hijab with your hands
(Wa liwālidayka - and to your parents)

Make a beard with your fist
(Wa liwālidayka - and to your parents)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Muhammad was playing at recess with his classmates when his teacher Ms. Sarah called them inside, "Okay everyone, time for lunch!" All of the students came inside to get ready for lunch. Muhammad pulled out his lunch box and opened it up to see what his mom gave him. Yum! A sandwich, chips, fresh strawberries, and some carrots! Ms. Sarah walked by him and he showed her his lunch. "Look at this delicious lunch my mom packed for me!" he said. "Wow!" she responded. "Do you thank your parents for your lunch every day and say bismillāh before eating?" "Sometimes I forget to do both of those things!" he responded. She said, "You should try your best to remember! Allah loves those who are grateful to their parents. He says in the Qurʾān, [read āyah with translation]. The best way to thank Allah is to begin eating with bismillāh and using the energy you get to do things He likes."

Muhammad realized he had been forgetting to do these two important things all along! It's easy to forget to appreciate those around you, and he knew he should let his mother know that he appreciates everything she does for him. When he got home that afternoon, he told his sister Asiyah what he had learned. They both thanked their parents for everything they did to take care of them. After praying maghrib ṣalāh, Muhammad thanked Allah for his comfy home, the food he got to eat, his loving family, good friends, a good school to learn, and the list goes on and on! Most importantly, he also thanked Allah for giving him such wonderful parents alḥamdulillāh!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always thank Allah and our parents so we can make them happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 20

Helping One Another

OBJECTIVE

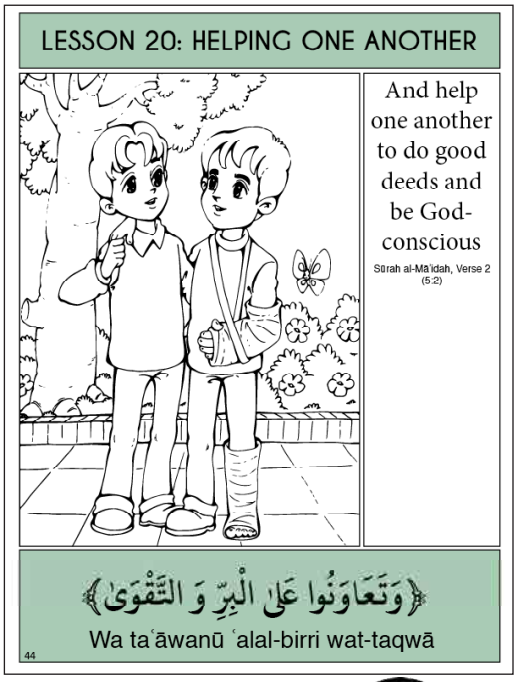
Students will learn about the importance of helping each other to do good deeds. They will then memorize the āyah.

وَتَعَاوَنُوا عَلَى الْبِرِّ وَ التَّقْوَىٰ

Transliteration: Wa taʿāwanū ʿalal-birri wat-taqwā
Translation: And help one another to do good deeds and be God-conscious
Āyah Source: Sūrah al-Māʾidah, Verse 2 (5:2)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about helping each other to do good deeds. What are good deeds? Why is it important to do good deeds? Should we help each other do good deeds? What are some good deeds we can help each other do?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah asking us to do? Students will most likely answer, “Help each other do good things!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 20: HELPING ONE ANOTHER
And help one another to do good deeds and be God-conscious
Sūrah al-Maʾidah, Verse 2 (5:2)
﴿وَتَعَاوَنُوا عَلَى الْبِرِّ وَ التَّقْوَىٰ﴾
Wa taʿāwanū ʿalal-birri wat-taqwā
44

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Allah teaches us that Muslims are like brothers and sisters, so it is very important for us to help each other become better Muslims and stay away from bad things.
   - Why do you think it’s good to help each other become better Muslims? If we don’t help each other, what kind of world would we live in?
   - In this āyah, there are two things Allah is saying we should help each other with: “bir” and “taqwā.” Plot each of these in a T-chart.
     - Bir: good actions. Ask students for example of good deeds.
     - Taqwā: being God-conscious and stopping each other from bad actions. Ask students to name examples.
   - Did you know that if you help someone do something good, every time they do that action, you will get reward and thawāb too?! Why do you think this is?

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'put your palms together and look up,' be sure to say the Arabic (wat taqwā) and translation (and be God conscious) so that students can associate the sign with the Arabic word and English meaning.

Helping someone up
(Wa taʿāwanū - and help one another)

Two thumbs up
(ʿAlal-birri - to do good deeds)

Put your palms together and look up
(Wat-taqwā - and be God-conscious)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Talib was a boy that really enjoyed doing good deeds because it made him feel good inside. However, he liked doing them on his own and getting all the credit for it! If there was an opportunity to do charity or help someone, he would do it by himself. At the masjid, he would pick up trash by himself and wouldn't even ask his friends to join him! One of his friends, Raza, also really enjoyed doing good deeds to make Allah happy and he had a lot of taqwā, or God consciousness. One day, Raza broke his leg, which meant that he had to wear a cast for weeks and weeks! Because he had a cast and crutches, he couldn't do the good deeds he was usually able to do on his own. He suggested to Talib that they could pick up trash at the masjid together, that way they could both make Allah happy and get thawāb. He reminded Talib that Allah has said in the Qurʾān [read āyah with translation].

Talib realized he had been doing it wrong all along! If he was going to do good deeds, he should do it to make Allah happy, not to get credit! He began to love Raza's idea of picking up trash as a team, that way Raza could also do the good deeds he loved to do to make Allah happy, and they could both get thawāb. Raza held the trash bag while Talib picked up trash and put it into the bag. Together, thanks to their taqwā, the whole masjid was spotless! Talib promised himself that from then on, he would help others do good deeds and include them to get thawāb any chance he got!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We always want to be help each other make good choices so we can make Allah happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 21

Making Fun of Others

OBJECTIVE

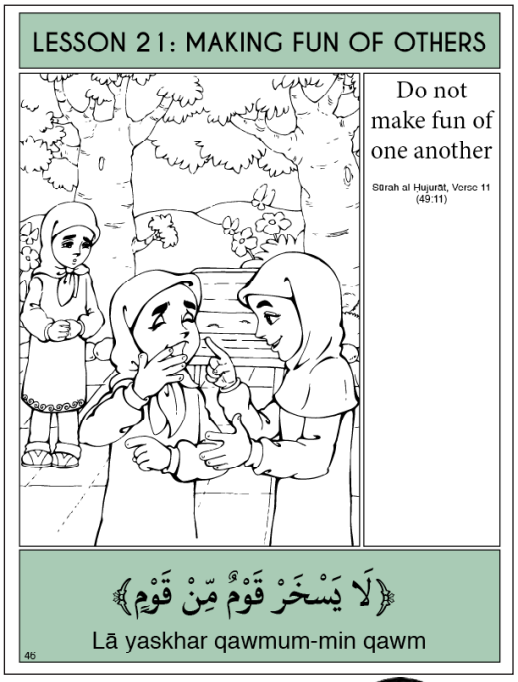
Students will learn about the importance of not making fun of others. They will then memorize the āyah.

لَا يَسْخَرْ قَوْمٌ مِّنْ قَوْمٍ

Transliteration: Lā yaskhar qawmum-min qawm
Translation: Do not make fun of one another
Āyah Source: Sūrah al-Ḥujurāt, Verse 11 (49:11)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about teasing and making fun of others. What does teasing mean?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us to do? Students will most likely answer, "Don't make fun of others!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 21: MAKING FUN OF OTHERS
Do not make fun of one another
Sūrah al Ḥujurāt, Verse 11 (49:11)
﴿لَا يَسْخَرْ قَوْمٌ مِّنْ قَوْمٍ﴾
Lā yaskhar qawmum-min qawm
46

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Why would someone tease someone else? What are some ways people can tease someone?
   - Allah does not like arrogant people (those who think they are better than others). When we make fun of people, we are acting like we're better than them and don't care about their feelings.
   - It is harām to hurt another person's feelings. Allah says that the heart of a mu'min (believer) is like the Ka'bah! If we make a believer sad, then it is similar to destroying the Ka'bah!
   - Allah made all of us in a certain way. When we make fun of others, we are making fun of the way Allah made someone or something. Instead, we should always look for the best qualities in people and talk about those.
   - Think about the reasons we mentioned earlier for why someone might make fun of another person. Now let's find ways to change those into positive interactions. Instead of making fun of the person, how can we help them?

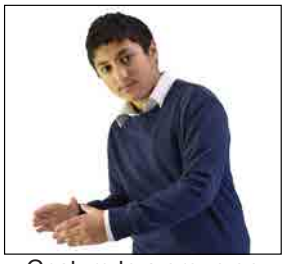
STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'point and laugh,' be sure to say the Arabic (yaskhar) and translation (make fun) so that students can associate the sign with the Arabic word and English meaning.

Make "No" with your finger
(Lā - do not)

Make "No" with your finger
(Lā - do not)

Point and laugh
(Yaskhar - make fun)



Gesture to a group on one side
(Qawmum - of one)

Gesture to a group on the other side
(Min qawm - another)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Rida was the new student at her school. She was very nervous at the thought of having to make new friends and start all over. But once she got to school, she met a lot of lovely girls, and quickly made friends! Alḥamdulillāh, she thought, everyone is so nice! However, one of the girls in her classes, Saniye, was known for being very mean. In class, she interrupted Rida and made fun of her when she got the wrong answer. Later at recess, Saniye made fun of Rida in front of another group of girls for being bad at basketball! The girls, who were Saniye's friends, laughed along with her. Rida was really sad and hurt, but she reminded herself to be patient for the sake of Allah.

The next day at recess, Saniye tripped and fell when chasing a ball and Saniye's own friends started making fun of her! Rida was shocked that her own friends would do this to her, and she knew exactly how she felt. Rida tried to decide what to do. Saniye had made fun of her yesterday, but Rida wanted to be a good Muslim and do the right thing. She reached her hand out to Saniye to help her up. Saniye blinked back the tears forming in her eyes, surprised. "Why are you helping me?" Saniye asked. "I was so mean to you yesterday." Rida smiled at her and said, "I know, but Allah said in the Qurʾān, [read āyah with translation]." Saniye was so touched by her kindness, that she asked Rida and Allah for forgiveness. They both became good friends, and Saniye promised herself never to make fun of anyone again, since now she knew exactly how it felt.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We always want to be sure we do not make fun of others so we can make Allah happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 22

Duʿā

OBJECTIVE

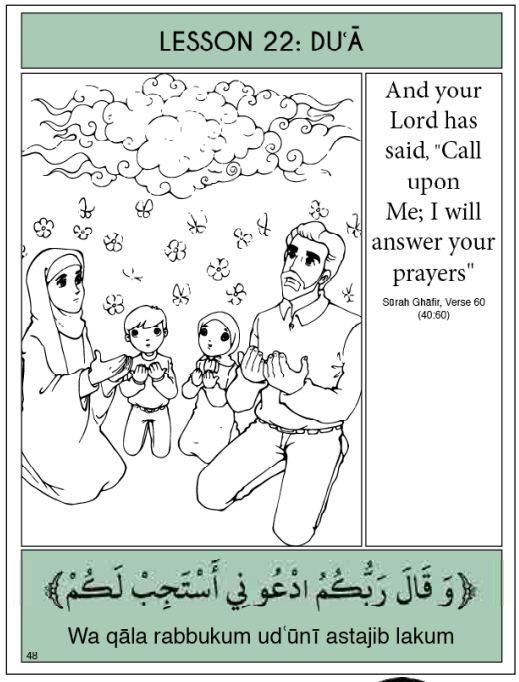
Students will learn about the importance of making duʿā to Allah. They will then memorize the āyah.

وَقَالَ رَبُّكُمُ ادْعُونِي اَسْتَجِبْ لَكُمْ

Transliteration: Wa qāla rabbukum udʿūnī astajib lakum
Translation: And your Lord has said: Call upon Me,
I will answer your prayers
Āyah Source: Sūrah Ghāfir, Verse 60 (40:60)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about making duʿā today. What is duʿā? What kind of things do we make duʿā for?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah asking us to do? Students will most likely answer, "Make duʿā to Him!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 22: DUʿĀ
And your Lord has said, "Call upon Me; I will answer your prayers"
Sūrah Ghāfir, Verse 60 (40:60)
﴿وَ قَالَ رَبُّكُمُ ادْعُونِي أَسْتَجِبْ لَكُمْ﴾
Wa qāla rabbukum udʿūnī astajib lakum
48

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What are some things we might ask from Allah when we make duʿā? Did you know that you can pray to Allah at any time, in any place, and in any language? Allah's door is always open and He's always listening to us.
   - Allah has asked us to pray to Him because He loves hearing us pray and make a connection to Him! In this āyah, He tells us that He will answer our prayers inshāʿAllah. But remember, if He doesn't give us what we ask for, it must be because it is not good for us or that He has something better planned. Remember, Allah knows best!
   - In this verse, the word used for Allah is Rabb. Remember, Rabb is someone who takes care of us and nurtures us. Shouldn't we always pray to the One who has promised to take care of us and loves us?
   - The Prophet (ṣ) has taught us that one of the best ways to make duʿā is to first recite a ṣalawāt. Ṣalawāt itself is a duʿā because you are asking Allah to shower His blessings upon the Prophet (ṣ) and his family (ʿa). Then, ask for your wish followed by another ṣalawāt.
   - We have to talk to Allah to keep a good and strong relationship with Him. We shouldn't only talk to Him when we are sad or have problems. It's important to also talk to Him when you're happy or things are going well too!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make telephone with one hand,' be sure to say the Arabic (udʿūnī) and translation (call upon Me) so that students can associate the sign with the Arabic word and English meaning.

Raise hands to make dua
(Wa qāla rabbukum - and your Lord has said)

Make telephone with one hand
(Udʿūnī - call upon Me)

Make telephone with the other hand
(Astajib lakum - I will answer your prayers)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Sama's little brother Yusuf liked to run around and play. One day after school, Sama was playing tag with Yusuf when he slipped, fell, and bumped his head! Sama was very worried that he was seriously injured, since Yusuf began to cry.

She went to tell her parents. "I think Yusuf bumped his head really hard," Sama told them, in tears. Her parents ran to Yusuf to see his head. "We should probably take him to the doctor," her dad said, worriedly. Everyone agreed, but before they left, Sama's mom suggested, "Before we go, let's all recite duʿā together. Remember, Allah is the One who heals, and He answers our prayers. We should pray that Yusuf's injury isn't a serious one, and inshāʾAllāh he will be alright!" So the family sat together and made duʿā for Allah to heal Yusuf.

Then, they headed to the doctor. The doctor did tests on Yusuf and took an x-ray of his head. After a few hours, the doctor came back and said that Yusuf's injury was a small one, but that he would need a lot of rest to recover and heal. "Alḥamdulillāh!" the family exclaimed, so relieved that it wasn't serious. Sama's mom went into sajdah and thanked Allah for answering their duʿā and keeping their family under His protection and care.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We always want to supplicate to Allah because he's our true Helper, and so we can make Him happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 23

Water

OBJECTIVE

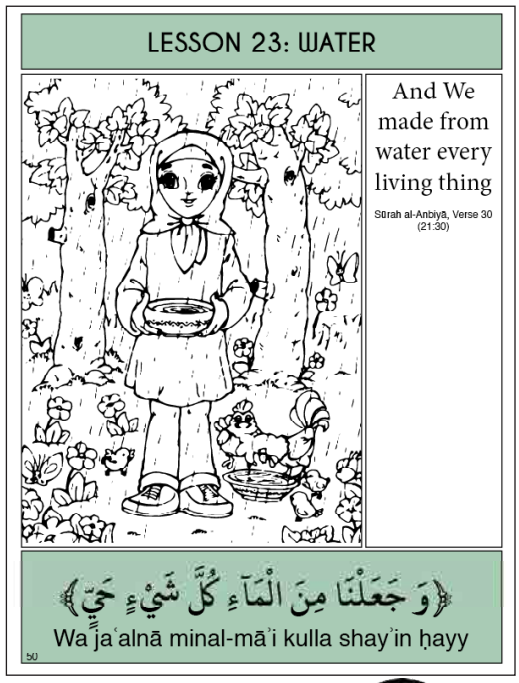
Students will learn about the miracle of water. They will then memorize the āyah.

وَجَعَلْنَا مِنَ الْمَآءِ كُلَّ شَيْءٍ حَيٍّ

Transliteration: Wa jaʿalnā minal-māʾi kulla shayʾin ḥayy
Translation: And We made from water every living thing
Āyah Source: Sūrah al-Anbiyā, Verse 30 (21:30)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about water today. What do you use water for? What are the different ways we use water?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us about His creatures? Students will probably respond, "They are made of water!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 23: WATER
And We made from water every living thing
Sūrah al-Anbiyā, Verse 30 (21:30)
﴿وَ جَعَلْنَا مِنَ الْمَآءِ كُلَّ شَيْءٍ حَيٍّ﴾
Wa jaʿalnā minal-māʾi kulla shayʾin ḥayy

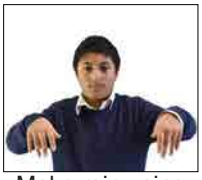
STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What are some things you know about water?
   - More than 1400 years ago, Allah revealed in the Qurʾān that everything comes from water and today we are learning more and more about the big role water has in all creations of Allah!
   - Scientists have found out and are slowly learning more about what Allah knew all along— that all creatures have originated from water and that most of our bodies are made up of water (around 70%)!
   - Did you know a person cannot live without water for more than 3 days, but can live without food for much longer? That's how important water is!
   - The Qurʾān is amazing and full of miracles. One of its miracles is that it has some scientific facts that scientists didn't discover til years later!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make rain using fingers,' be sure to say the Arabic (wa jaʿalnā minal-māʾi) and translation (and we made from water) so that students can associate the sign with the Arabic word and English meaning.

Make rain using fingers (Wa jaʿalnā minal-māʾi - and we made from water)


Make rain using fingers (Wa jaʿalnā minal-māʾi - and we made from water)

Pretend to point to different things (kulla - every)

Pretend to point to different things (kulla - every)

Pretend to point to different things (kulla - every)

Show something growing (shayʾin ḥayy - living thing)

Show something growing (shayʾin ḥayy - living thing)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Riiiing! The school bell rang and lunch was over. Huda was excited for next period because it was time for her science class. Her teacher, Mr. Hadi, told the class that they were going to learn about something very special: water! "Did you know that our bodies are mostly water—about ⅔ of it!" The students were surprised at this cool fact. Two-thirds was almost the whole body! Mr. Hadi continued, "We can't live more than three days without water, but can survive much longer without food. Water is very important to how our body functions. In fact, not a single person, animal, or plant on this planet can survive without water!" The students were quiet, pondering how incredibly important something as simple as water was, and Huda was absolutely amazed.

"Who knows where water comes from?" Mr. Hadi asked. A few students answered, "From rain!" "From oceans and lakes!" "From Allah!" all these different answers came. Mr. Hadi laughed cheerfully and said, "You're all correct!" Did you know that water from the oceans and lakes evaporate and go into the sky? From there, tiny water droplets form the dark clouds we see, and then it falls right back down again as rain or snow!" The students were in awe. What a perfect system, all created by Allah! After school, Huda looked outside at the dark clouds as it started to rain. She went outside to collect some of it in a glass, as she thought about the new facts she learned at school. She thanked Allah for this great blessing that He created!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We always want to remember this blessing of His so we can make Allah happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 24

Allah is Aware of What We Do!

OBJECTIVE

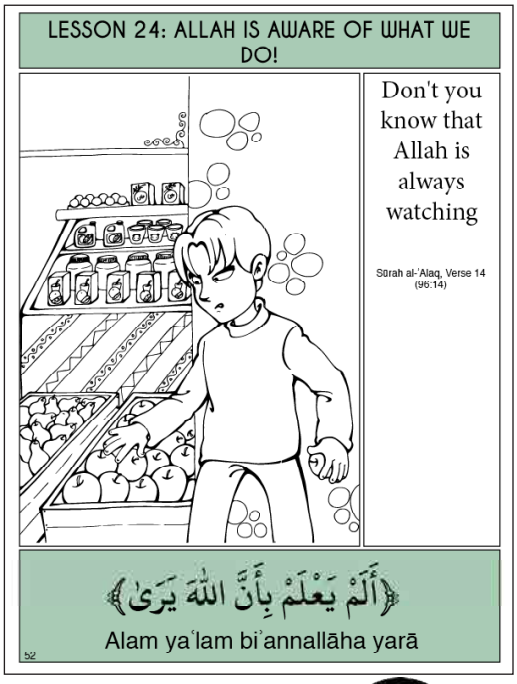
Students will learn that Allah is always watching over us. They will then memorize the āyah.

اَلَمْ يَعْلَمْ بِأَنَّ اللّٰهَ يَرٰى

Transliteration: Alam yaʿlam biʾannallāha yarā
Translation: Don't you know that Allah is always watching
Āyah Source: Sūrah al-ʿAlaq, Verse 14 (96:14)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about how Allah is always watching over us. Can you think of any examples in our world where we have a video camera recording our actions? Why are these cameras there? How do we act in front of these cameras?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, who do you think Allah is saying "don't you know" to? Students will most likely answer, "Us - human beings." Explain that this is a rhetorical question that means "don't you realize," or "know I'm always watching."
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 24: ALLAH IS AWARE OF WHAT WE DO!
Don't you know that Allah is always watching
Sūrah al-ʿAlaq, Verse 14 (96:14)
﴿أَلَمْ يَعْلَمْ بِأَنَّ اللّٰهَ يَرٰى﴾
Alam yaʿlam biʾannallāha yarā

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Why do you think Allah reminds us in the Qurʾān that He is always watching us?
   - Remember, that Allah also watches us to protect and look out for us, especially when we feel alone! Allah is the best protector and is always cheering us on to do good deeds!
   - When we know Allah is watching us, how does that help us to do more good actions? How does that help us refrain from bad ones?
   - Why do we sometimes forget that Allah is watching us and still disobey Him?
   - If there was a camera in our classrooms, wouldn't you be more conscious of what you say or do? What if you knew that the Imām of our time was going to get a report of your actions at the end of the day? Would this make you want to please the Imām (ʿa) so Allah is pleased with you?
   - How does it make you feel when you think about Allah watching you? Examples - intimidated, nervous, scared, want to act more proper, uncomfortable, happy, protected, etc. Why do you feel this way?
   - Allah is always watching over us, which is very good! We're blessed and lucky to have the greatest Protector who is the All-Merciful, Knowledgeable, and Powerful!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make binoculars with your hands on your eyes,' be sure to say the Arabic (yarā) and translation (watching) so that students can associate the sign with the Arabic word and English meaning.

One finger pointing on the temple
(Alam yaʾlam - don't you know)

Point up
(biʾannallāha - that Allah is always)

Make binoculars with your hands on your eyes
(Yarā - watching)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Ahmad was walking down the street when he saw some shiny, juicy looking apples inside a grocery store window. He decided to go inside and get a few. Khalid, the store owner, was standing behind the counter and saw Ahmad walk in. "Salāmun ʿalaykum Ahmad!" Khalid kindly greeted him "Do you need help finding anything today?" "No, thank you," Ahmad replied, "I'm just looking." When he reached the apples, he sneakily glanced at Khalid to make sure he was still by the counter. Ahmad stuffed a few into his backpack and quickly slipped out of the store while Khalid was busy with some other customers.

Ahmad raced back home, surprised to have gotten away without Khalid noticing! He went to his friend's house and bragged about how sneaky and fast he was. His friend shook his head and said, "Ahmad, how can you say that no one saw you steal the apples? Did you forget that Allah says [read āyah with translation]?" Ahmad's heart started beating rapidly. He had forgotten that Allah was always watching and was probably not happy with his actions. Ahmad raced back to the store even faster than before. He apologized to Khalid for what he had done and gave him money for the apples. "MāshāʾAllāh Ahmad, I'm glad you came back and fixed your mistake" Khalid said. "And you should always remember, even if no one is around, Allah can always see what you are doing."

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We always want to remember that Allah loves us and is always watching us!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 25

Speaking Calmly with Others

OBJECTIVE

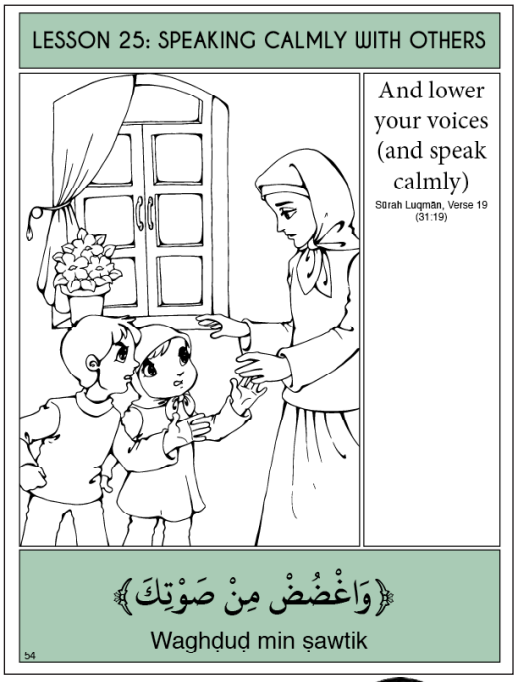
Students will learn the importance of speaking to others politely and calmly. They will then memorize the āyah.

وَاغْضُضْ مِنْ صَوْتِكَ

Transliteration: Waghḍuḍ min ṣawtik
Translation: And lower your voice (and speak calmly)
Āyah Source: Sūrah Luqmān, Verse 19 (31:19)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about our voices. Can you think of any examples of how we should use our voices? What are some good and bad ways we use our voices?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, how are the children using their voices? Students will most likely answer, “Loudly, rudely, etc.”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 25: SPEAKING CALMLY WITH OTHERS
And lower your voices (and speak calmly)
Sūrah Luqmān, Verse 19 (31:19)
﴿وَاغْضُضْ مِنْ صَوْتِكَ﴾
Waghḍuḍ min ṣawtik

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What are the different ways we can use our voices? What are the negative uses and in which situations might you use your voice in the wrong way? Why is it important that we are calm and don’t raise our voice?
   - We should always speak using the best akhlāq. Who can remind me what akhlāq means?
   - Can you think of examples in history where the Prophets or Ahl al-Bayt (ʿa) spoke low and calmly? Examples - how Imām Ḥusain (ʿa) and Imām Ḥasan (ʿa) spoke to their parents, how Sayyidah Fāṭimah (ʿa) spoke to Imām ʿAlī (ʿa), and how the Prophet (ṣ) spoke to the believers and his family. A good reference is Ḥadīth al-Kisa and how lovingly they all spoke to one another.
   - We shouldn't think we are better than anyone else or speak down to people by speaking louder or being more aggressive. Remember that Allah loves those who are humble! The way we speak reflects a form of mercy and kindness. If we are kind and merciful toward others, remember that Allah will be especially merciful and kind toward us.
   - If we accidentally begin speaking loudly and lose our cool, what are things we can do to remind ourselves to remain calm? What keeps you calm?

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'point to lips and point to audience,' be sure to say the Arabic (min ṣawtik) and translation (your voices (and speak calmly)) so that students can associate the sign with the Arabic word and English meaning.

Lower hands and pretend to whisper
(Waghḍuḍ - and lower)

Point to lips and point to audience
(Min ṣawtik - your voices (and speak calmly))

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Amira and Basim were playing in their backyard with their scooter. There was only one, and soon they began fighting over whose turn it was. "I'm older, so I get to ride first!" Amira yelled. "But you always go first! It's my turn!" Basim yelled back. Their argument became louder and louder, until finally their mother came out to see what was going on. They continued raising their voices to try to tell Mama who deserved to ride first. "Let's all calm down first," their mother said, taking the scooter. They both settled down for a minute. Mama continued, "How you speak to others is very important. Is this how you should talk to one another? By yelling and speaking angrily?" she asked. "You tell me, is this how our Prophets and Imāms used to speak to others? How do you think Allah would like for you to speak?"

Amira and Basim thought for a moment. Amira responded, "We should be nice and talk in a calm voice, since yelling will not solve the problem." "We also shouldn't say anything to hurt someone's feelings," Basim added. Mama was pleased. "Correct! Let's make sure to do that when we have disagreements. And whoever ends the fight first by speaking nicely gets more thawāb because Allah is pleased with them." Amira thought about what her mother said. Since she was older, Basim looked up to her. Amira knew she should speak nicely to him. She offered the scooter to Basim to let him go on first. They both promised each other that when they got into an argument, they would try to pause to lower their voices and speak calmly.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should use our voices and words in the best way possible!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 26: Establishing Prayers

OBJECTIVE

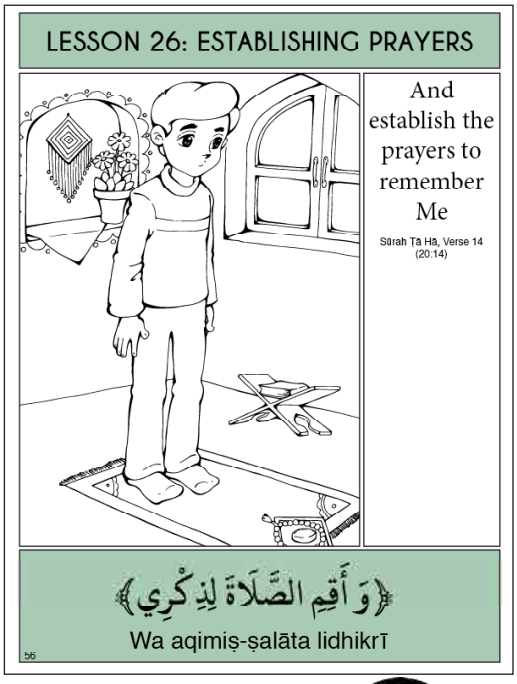
Students will learn that ṣalāh is a way of speaking to Allah directly and is an honor. They will then memorize the āyah.

وَ أَقِمِ الصَّلَاةَ لِذِكْرِى

Transliteration: Wa aqimiṣ-ṣalāta lidhikrī
Translation: And establish the prayers to remember Me
Āyah Source: Sūrah Ṭā Hā, Verse 14 (20:14)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Have you ever wanted to turn and talk to someone when you were having a bad day or when a lot was going on? Who would you talk to and why?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, why is Allah reminding us to pray ṣalāh? Students will most likely answer, "To remember Him."
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 26: ESTABLISHING PRAYERS
And establish the prayers to remember Me
Sūrah Ṭā Hā, Verse 14 (20:14)
﴿وَ أَقِمِ الصَّلَاةَ لِذِكْرِي﴾
Wa aqimiṣ-ṣalāta lidhikrī
56

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Does Allah need our prayers? Why or why not? Who needs the prayers? Why is ṣalāh the pillar and foundation of our religion? Should we schedule our day around ṣalāh, or schedule our ṣalāh around our day?
   - What if we never prayed? How different would our lives be? Why do you think we NEED prayers? Prayers can be used to thank Allah, ask for forgiveness, seek His help in difficulties, receive blessings, and seek His pleasure.
   - Is it enough to go to the masjid and be a good person, but not perform ṣalāh? Imām as-Ṣādiq (ʿa) has said, "If my Shīʿah leave or forget their prayers, or take their prayers lightly, they will not receive our shafāʿah (intercession) in the Hereafter." What does this mean?
   - How can we encourage others we love to also pray? Allah says for us to establish prayer which means to also invite others you love to pray with you. Another way is to be consistent in prayers, which means performing ṣalāh every single day as part of our schedule at its right time. How does this consistent form of prayer help?
   - Imagine someone gives you a toy or gift you like. What would your reaction be? You'd immediately say thank you, right? So, Allah, without us even asking, is always giving us health, happiness, protection, and much more. Therefore, we must thank Him. Remember, Allah also gives more to those who thank Him!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'Allāhu akbar hands,' be sure to say the Arabic (ṣalāta) and translation (the prayers) so that students can associate the sign with the Arabic word and English meaning.

Signaling to stand up
(Wa aqimiṣ - and establish)

Allāhu Akbar hands
(Ṣalāta - the prayers)

Point one finger to brain and another to Allah
(Lidhikrī - to remember Me)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Asif loved to play outside. He would plan his entire day around getting at least an hour to play after school! After playing, he would squeeze in his afternoon prayers just in time after finishing his homework. One day, he had extra homework, causing him to miss his afternoon prayer! Asif's mother was extremely upset with him. She reminded him, "It's important to read ṣalāh on time every day. It is how we talk to Allah and should try to do it as soon as possible!" She asked, "If you were going to meet the president, would you plan your day around meeting the president? Or would you keep him waiting until you were done playing and doing your homework?" Asif thought this was a silly question and laughed, "Of course I wouldn't keep him waiting! He's the president!" His mother smiled, "Then why would you keep Allah waiting? Shouldn't you plan your day around speaking to Allah, instead of speaking to Allah after you're done doing other things?"

Asif understood what his mother meant. Ṣalāh is the key to Heaven and to getting closer to Allah. He knew that he should plan his day around praying ṣalāh, instead of praying ṣalāh when he had time. So every day after school, Asif made sure he prayed before doing anything else. His mother was so happy to see his excitement to pray on time, that she would often join him so they could pray together!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should remember Allah by establishing our prayers and making ṣalāh a top priority in our lives!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 27: Consulting With Others

OBJECTIVE

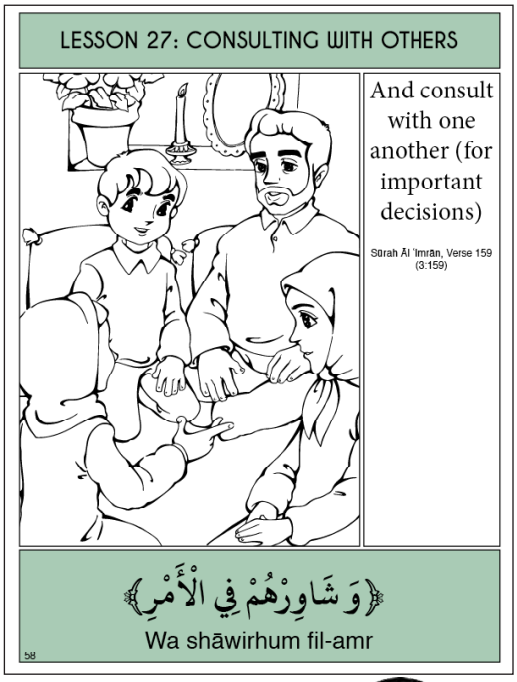
Students will learn about the importance of seeking advice from wise sources. They will then memorize the āyah.

وَ شَاوِرْهُمْ فِي الْأَمْرِ

Transliteration: Wa shāwirhum fil-amr
Translation: And consult with one another (for important decisions)
Āyah Source: Sūrah Āl ʿImrān, Verse 159 (3:159)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today we are going to talk about getting advice from others. Was there ever a time when you needed help with making a decision? Who did you turn to for help?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us to do when making important decisions? Students will most likely respond, "Ask someone who can help us!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 27: CONSULTING WITH OTHERS
And consult with one another (for important decisions)
Sūrah Āl ʿImrān, Verse 159 (3:159)
﴿وَ شَاوِرْهُمْ فِي الْأَمْرِ﴾
Wa shāwirhum fil-amr

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - If we need help or advice, who are some people we can turn to for advice? Emphasize that we should turn to people who are wise and experienced, and will guide us correctly.
   - What kind of things might we go to a scholar to for advice? Have students list examples of things people might need advice for.
   - When we are confused about Islamic laws, can we ask anyone in the masjid for advice? Remind students the importance of going to people who have proper Islamic knowledge.
   - Can we go to our parents for advice? Who else can we go to for advice when we are unsure?
   - Why is it important that we don't try to find an answer by ourselves, especially when we are confused? We can end up doing the wrong thing, or worse, something against Islam and Allah. We want to make sure we are always guided. Allah has given us the Ahl al-Bayt (ʿa) as the best advisors, and our scholars, who usually have the most knowledge about the Ahl al-Bayt (ʿa), and can share that knowledge with us.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make a circle with your arms as if you are gathering people,' be sure to say the Arabic (wa shāwirhum) and translation (and consult with one another) so that students can associate the sign with the Arabic word and English meaning.

Make a circle with your arms as if you are gathering people
(Wa shāwirhum - and consult with one another)

Tap finger on chin and extend arm
(Fil-amr - (for important decisions))

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Rahman was walking back and forth in his room. He had a huge science project for school and he couldn't think of a topic! His classmates all came to school that day and had already decided their projects—on such cool topics too! He just didn't know what to do! He asked his friend for some suggestions, but Rahman wasn't satisfied with his ideas. He decided to read some Qurʾān to feel calm and ask Allah for guidance. He was shocked when he came across an āyah that said [read āyah with translation].

So, he decided to ask his family for ideas. After all, he knew that they were wise and would guide him to make the right choice. He told them about the project and how all his friends had already decided their topics, and that he couldn't think of any good ideas. Alḥamdulillāh, his mother had a great idea! "Why don't you conduct an experiment to see which type of water is best to grow plants?" she asked. She pulled out some flower pots and soil from her garden, with some tiny seeds. Rahman was excited. What a cool idea, he thought to himself. He smiled at his mom, "I knew you'd know what to do!" She helped him prepare four types of water: tap water, bottled water, salty water, and sugary water. In a few weeks, he had the answer to his experiment! His teacher and his classmates were so impressed with his project that Rahman decided he would always consult his family when he needed to make important decisions.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember that for important matters we should consult others, and make sure we're consulting the right people!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 28

Pride & Arrogance

OBJECTIVE

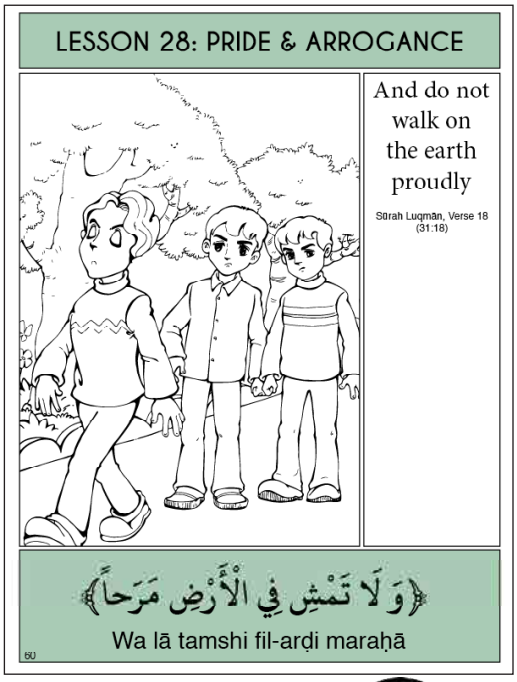
Students will learn about the danger of pride and the importance of being humble. They will then memorize the āyah.

وَ لَا تَمْشِ فِي الْأَرْضِ مَرَحاً

Transliteration: Wa lā tamshi fil-arḍi maraḥā
Translation: And do not walk on the earth proudly
Āyah Source: Sūrah Luqmān, Verse 18 (31:18)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about pride today. What does it mean to be proud? Can someone be proud just through their words, or also through their body language, such as the way they walk?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, how is Allah saying not to walk? Students will most likely respond, "Proudly!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 28: PRIDE & ARROGANCE
And do not walk on the earth proudly
Sūrah Luqmān, Verse 18 (31:18)
﴿وَلَا تَمْشِ فِي الْأَرْضِ مَرَحاً﴾
Wa lā tamshi fil-arḍi maraḥā

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - When Allah tells us in the Qurʾān not to walk proudly on the earth, can anyone demonstrate for us what a proud walk might look like? Have two demonstrate. Now, can someone demonstrate what it looks like to walk humbly on the earth? Have two students demonstrate, and discuss the differences. Did you know that on the Day of Judgment, the earth that we walked on will complain to Allah if we walked on it with pride?
   - The Noble Prophet (ṣ) is the best creation of Allah right? And yet, people were still rude to him! If he wanted, he could say to them, "Do you know who I am? Do you realize I'm the best?" But instead, the Prophet (ṣ) was always humble, never acted like he was above anyone else, and always had good akhlāq.
   - Do you know the story of Shayṭān, and how he refused to bow down to Prophet Adam (ʿa) because he was made of clay and Shayṭān was made of fire? Shayṭān thought that he was better than Prophet Adam (ʿa), but was that true? What ended up happening to him because of his attitude?
   - Remind the students that things such as how nice someone's toys are or how tall they are may make someone think they're better than someone else. But Allah tells us that the only things that makes us "better" in His eyes is our level of taqwā (God consciousness) and our actions.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'chest pumped up,' be sure to say the Arabic (maraḥā) and translation (proudly) so that students can associate the sign with the Arabic word and English meaning.

Make "No" with your finger (Wa lā - and do not)

Make "No" with your finger (Wa lā - and do not)

Put one foot up, point one finger to the ground (Tamshi fil-arḍi - walk on the earth)

Walk with chest pumped out (Maraḥā - proudly)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Jawad's father was very wealthy. His clothes on the first day of school were always new and every month he got a cool, new pair of shoes. Jawad would walk tall and proud because he knew he was richer than all the boys at school. He thought everyone wanted to be his friend because of it. One day, there was a new boy who had just joined the class, Salman. He wore regular clothes, would ride his bike to school every day, and was very humble. Salman really enjoyed doing tricks on his bike, so one day at lunch he was off by himself in the field on his bike. This caught Jawad's friends' eyes, and a few of them went to watch him do his tricks. Jawad was annoyed. Why was he getting so much attention? He went to watch as well and asked Salman how he became so good at these tricks. Salman responded, "I ride my bike everywhere to help my mom with groceries. Over the years, I got really good at bike tricks from all the riding!" Allah must be happy with him for helping his mom, Jawad thought.

The rest of the boys were impressed. Jawad thought hard about this. He realized that even though his father had all this money, Allah was probably happier with Salman, because he did so much to help his mom. He started to admire how Salman turned his chore into something fun! Jawad was automatically humbled, and realized what everyone else thought of him didn't matter. It only mattered what Allah thought of him, and Allah doesn't like those who walk on the earth proudly! He promised himself that he would walk more humbly like Salman and remember Allah more.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember that we should walk humbly, not proudly!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 29 Backbiting

OBJECTIVE

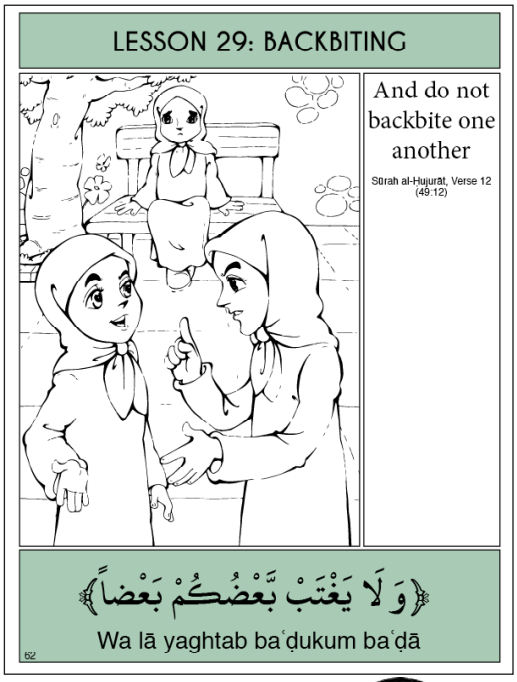
Students will learn backbiting is a major sin that destroys our deeds. They will then memorize the āyah.

وَ لاَ يَغْتَبْ بَّعْضُكُمْ بَعْضاً

Transliteration: Wa lā yaghtab baʿḍukum baʿḍā
Translation: And do not backbite one another
Āyah Source: Sūrah al-Ḥujurāt, Verse 12 (49:12)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about backbiting. What do you know about backbiting? What is it? Why is backbiting a very bad action?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah reminding us not to do? Students will most likely respond, “Not to backbite!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 29: BACKBITING
And do not backbite one another
Sūrah al-Ḥujurāt, Verse 12 (49:12)
﴿وَ لَا يَغْتَبْ بَّعْضُكُمْ بَعْضاً﴾
Wa lā yaghtab baʿḍukum baʿḍā

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Allah has told us that backbiting is like eating the flesh of your brother. Can you imagine how bad backbiting must be, if it is compared to eating someone’s skin? Did you know that when you backbite someone, Allah will not forgive you until the person him/herself has forgiven you? The Prophet (ṣ) said that when we backbite, good deeds don't have the effect on us that they should.
   - Does anyone know the difference between backbiting and slander? Backbiting is when you say something that is true, but isn’t nice about someone. This might be something private or something they don't want others to know. Slander is when you say something negative that isn't true about someone to others. Both are major sins in Islam.
   - Is it okay to listen to backbiting if you aren’t doing it? No, in Islam, listening to backbiting is as bad as doing it yourself! Ask students what things we can do to avoid listening to someone who is backbiting? (For example, change the subject, say nice things about the person instead, walk away, or gently remind them that it isn’t nice to talk about others like that).
   - The Prophet (ṣ) and Ahl al-Bayt (ʿa) are role models for us, and they have taught us never to backbite about one another. They were kind to everyone and never spoke ill of anyone in their absence.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'talking over shoulder,' be sure to say the Arabic (yaghtab) and translation (backbite) so that students can associate the sign with the Arabic word and English meaning.

Make "No" with your finger
(Wa lā - and do not)

Make "No" with your finger
(Wa lā - and do not)

Talking over shoulder
(Yaghtab - backbite)

Point to one another
(Baʿḍukum - one)

Point to one another
(Baʿḍa - another)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Razia, Hania, and Khadija were good friends who loved to wear nice hijabs. They would hang out together all the time, at school, at the masjid, and at each other's houses. One Friday, in honor of Jumuʿah, they decided to wear their best hijabs to school. Khadija loved how pretty her hijab was, but Razia and Hania had different ideas. That day at recess, Hania said to Razia, "Khadija thinks her hijab is so pretty, but I think it's ugly! Ours are so much prettier." Razia agreed with her. Khadija, who was on her way from class to meet them, overheard the things they said! She was very hurt that her two friends would talk behind her back. She sat down on a bench nearby, upset.

In the meantime, Razia and Hania saw Khadija sitting alone on the bench, and realized what they had done wrong. They were ashamed that they talked about their friend in a negative way. They didn't mean to hurt her feelings and apologized so many times! Khadija forgave them for talking about her behind her back. The three of them all learned an important lesson that day: when you talk bad about others behind their back, no matter how small it may be, you will hurt their feelings. Allah dislikes when you backbite and when you hurt others' feelings! The three girls hugged and promised to try to never to talk about their friends or anyone else in a bad away ever again! They skipped off together to go play jump rope for the rest of recess.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember not to backbite, so that Allah is pleased with us!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 30 Bad Names

OBJECTIVE

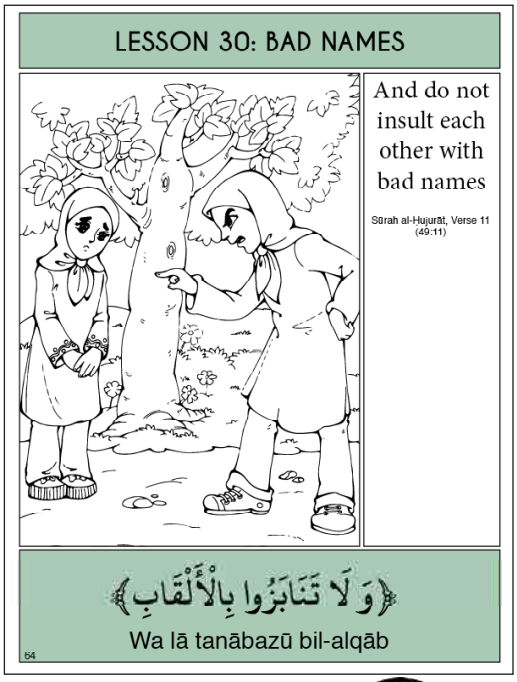
Students will learn about the harm in insulting others by using bad names. They will then memorize the āyah.

وَ لاَ تَنَابَزُوا بِالْأَلْقَابِ

Transliteration: Wa lā tanābazū bil-alqāb
Translation: And do not insult each other with bad names
Āyah Source: Sūrah al-Ḥujurāt, Verse 11 (49:11)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about using bad names. Have you ever been called a bad name? How did it make you feel?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah is telling us not to use? Students will most likely answer, “Bad names!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 30: BAD NAMES
And do not insult each other with bad names
Sūrah al-Ḥujurāt, Verse 11 (49:11)
﴿وَ لَا تَنَابَزُوا بِالْأَلْقَابِ﴾
Wa lā tanābazū bil-alqāb
54

STEP 2: DISCUSSION

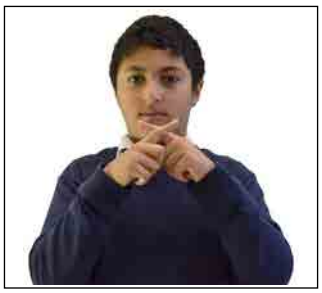
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Remind students about the ḥadīth that tells us how hurting a believer’s feelings is like destroying the Kaʿbah. That’s how important it is to not hurt others’ feelings.
   - Emphasize to students the importance of names in Islam. Each of us is given a beautiful name, and to use hurtful or mean names in its place makes Allah very displeased.
   - Ask students, “Why do you think people make fun of others?”
   - Discuss with students how people who make fun of others are usually the ones who have low self-esteem or are trying to make themselves feel better. Try to remember that maybe they might be going through a hard time which is why they make fun of others.
   - Remind and emphasize that Allah shows mercy to those who show mercy, so we should always be kind and use nice words to others.
   - What do you think you should do if someone calls you a bad name? Should you call them a bad name back? What should you do instead? Example - tell them that you didn't like it, that it hurt your feelings, that it wasn't nice of them to do that, etc.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'place both hands around the mouth,' be sure to say the Arabic (bil alqāb) and translation (with bad names) so that students can associate the sign with the Arabic word and English meaning.

Make "No" with your finger
(Wa lā- and do not)

Make "No" with your finger
(Wa lā - and do not)


Cross two fingers in front of the mouth like "X"
(Tanābazū - insult each other)

Place both hands around the mouth
(Bil-alqāb - with bad names)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper an d repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

One day, Maryam and Batool were sitting in their desks waiting for class to start when Laila walked in and sat in the corner seat at the back of the classroom. Laila was new to their school so Maryam decided she would try to become friends with her. "Come on." she urged Batool. They both got up and sat down in the seats near Laila, said, "Salāmun ʿalaykum," and introduced themselves. Laila smiled shyly, but soon became their friend.

At recess, Laila, Maryam, and Batool were on the same team for an intense game of soccer! It was a close game! Batool was the goalie and watched nervously as the other team came running toward her. She dove for the ball, but she missed and the other team won. "Ugh!!! What are you doing? Are you not even watching the ball?" Laila then angrily called her a bad name, blaming Batool for their loss. Batool was hurt. "Hey! That's really rude!" Maryam said. "There is no need to call anyone that, especially one of your friends!" Laila realized what she had said in anger. She immediately turned to Batool and apologized, "I'm sorry, I didn't mean to call you that." Batool was a forgiving person, and she patted Laila on the back. "Should we play another game and try to win this time?" Batool grinned at Laila. "Thanks for being a good sport," Laila said, and everyone got ready to play another game.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should try to never use bad names to insult someone, since that makes Allah unhappy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 31

God Consciousness (Taqwā)

OBJECTIVE

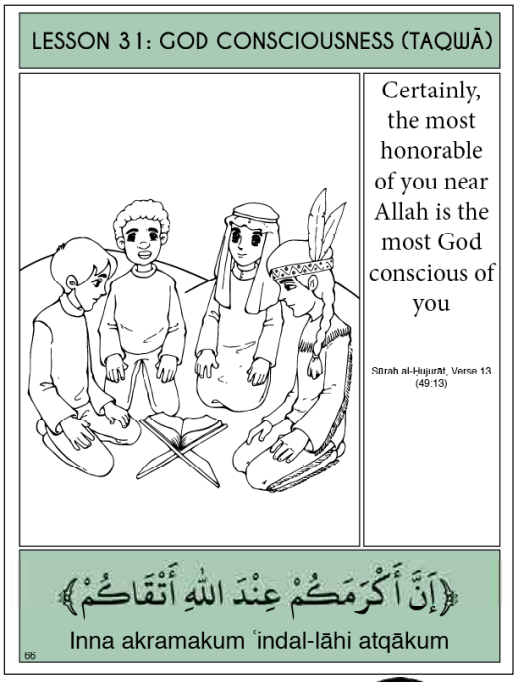
Students will learn that the most honorable people in Allah's eyes are those who have taqwā. They will then memorize the āyah.

إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ

Transliteration: Inna akramakum ʿindal-lāhi atqākum
Translation: Certainly, the most honorable of you in the sight of Allāh is the most God conscious of you
Ayāh Source: Sūrah al-Ḥujurāt, Verse 13 (49:13)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about what makes us honorable in the sight of Allah. What do you think makes one person better than another person? What is taqwā and God-consciousness?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what does Allah say about who is the most honorable? Students will most likely answer, "A person who is God conscious!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 31: GOD CONSCIOUSNESS (TAQWĀ)
Certainly, the most honorable of you near Allah is the most God conscious of you
Sūrah al-Ḥujurāt, Verse 13 (49:13)
﴿إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ﴾
Inna akramakum ʿindal-lāhi atqākum
66

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What does it mean to have taqwā? It means being conscious of the fact that God is always watching us. While this should make us feel safe, we should also remember that Allah is watching all of our actions. Our bad actions have consequences so we should always be God-conscious to avoid doing things Allah dislikes.
   - Have students discuss with a partner, "What are some ways we can remember Allah in our day-to-day actions?"
   - Examples - thanking Allah, seeking His forgiveness when you make a mistake, saying bismillāh before starting anything, wearing hijab, being kind to our parents, etc.
   - We can remember Allah before performing our daily actions and get thawāb for them! What are some things you do in your daily life that you could get thawāb for if you remembered Allah before doing them?
   - How does remembering Allah and fearing Him help us? A person who remembers Allah often and is conscious of Him doesn't get distracted by worldly things. For example, when you remember Allah and obey Him, you won't commit sins like backbiting, eating haram food, or lying.
   - How much do you think about and care for the people you love? Our siblings and parents are people we love, and they love us back. But Allah loves us even more than our own family! So, shouldn't we also love Him and make Him happy by always remembering Him too?

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'put your palms together and look up,' be sure to say the Arabic (atqā) and translation (is the most God conscious) so that students can associate the sign with the Arabic word and English meaning.

Fist Pump
(Inna - certainly)

Stand up and invite someone to sit down
(Akrama - the most honorable)

Point 3 fingers toward audience
(Kum - of you)

Point up
(ʿIndal-lāhi - in the sight of Allah)

Put your palms together and look up
(Atqā - is the most God conscious)

Point 3 fingers toward audience
(Kum - of you)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Arif was a boy who loved remembering Allah. He would look at all the beautiful creations around him and say "Subḥānallāh!" to himself. Arif also had a mind like a businessman. He knew he got thawāb for being God-conscious and that Allah said in the Qurʾān [read āyah with translation]. He wanted to get as much thawāb as possible, every minute of every day! So Arif began making a list in his head of all the things he already did in his daily life that would make him honorable, if he just remembered Allah before doing them! Hmmm, he thought to himself, eating healthy food, so I can grow to be strong. Washing my hands before eating so I can save myself from getting sick...taking a shower and wearing clean clothes.The list went on and on and on, and Arif was so excited that he could get so much thawāb for himself and make Allah happy at the same time!

Arif knew that if he was going to have taqwā, he should encourage his friends to have itas well, because he wanted friends who would remind him of Him. So he asked them to make a Qurʾān circle with him and his dad after school to discuss the āyah he learned, and other āyahs from the Qurʾān. Every Friday after school, before playing sports, he and his friends would read Allah's divine words. Then, before playing a fun game of basketball, Arif would remind them, "Remember that we're playing for the sake of Allah so we get thawāb for every point we make!" Every time Arif made a point, he would yell "taqwā point!" and everyone would laugh!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember Allah and have taqwā, because a person with taqwā makes Allah the most happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 32: Praying for Parents

OBJECTIVE

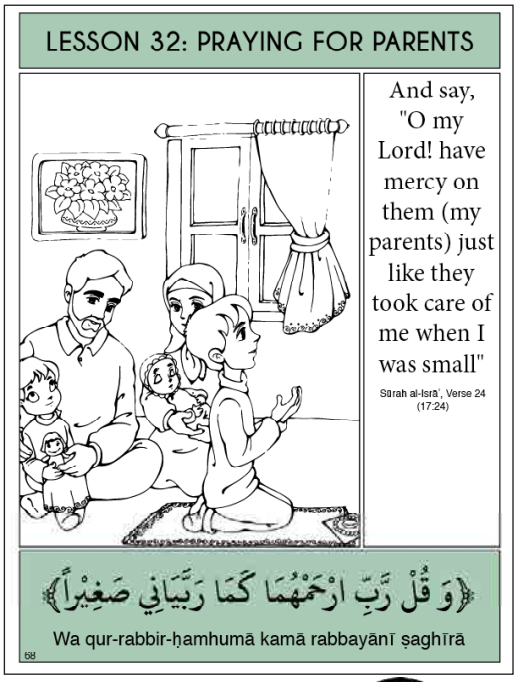
Students will learn about the importance of praying for their parents. They will then memorize the āyah.

وَقُلْ رَّبِّ ارْحَمْهُمَا كَمَا رَبَّيَانِي صَغِيْراً

Transliteration: Wa qur-rabbir-ḥamhumā kamā rabbayānī ṣaghīrā
Translation: And say, 'O my Lord! have mercy on them (my parents) just like they took care of me when I was small
Āyah Source: Sūrah al-Isrāʾ, Verse 24 (17:24)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today we are going to talk about the importance of praying for our parents. Sometimes we forget how much they take care of us! What are some things they do to take care of us?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, who do you think Allah tells us we should pray for? Students will most likely answer, "Parents!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 32: PRAYING FOR PARENTS
And say, "O my Lord! have mercy on them (my parents) just like they took care of me when I was small"
Sūrah al-Isrāʾ, Verse 24 (17:24)
﴿وَ قُلْ رَّبِّ ارْحَمْهُمَا كَمَا رَبَّيَانِي صَغِيْراً﴾
Wa qur-rabbir-ḥamhumā kamā rabbayānī ṣaghīrā

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What are some things that a baby needs? Students may come up with the following items: diapers, clothes, milk, naps, cradling, rocking, someone to play with them, someone to put them to sleep, etc.
   - A baby is in constant need of its parents. Parents give all their attention to their children to make sure that they have everything that they need. Allah constantly reminds us how we should be thankful to our parents who provide for us, take care of us, and love us.
   - Now, imagine that how much our parents love us is only a small drop of water as compared to how much Allah loves us, which is like the entire ocean!
   - What are some blessings Allah has given us?
   - Our parents do everything for us and so we should always thank them. One of the best ways to thank them is by praying for them. In this āyah, we pray for Allah to have mercy on our parents since they have done so much for us!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'Raise hands to make duʿā,' be sure to say the Arabic (Rabbir) and translation (O my Lord!) so that students can associate the sign with the Arabic word and English meaning.

Put one hand next to your mouth and pretend to talk (Wa qur - and say)

Raise hands to make duʿā (Rabbir - O my Lord!)

Hold hands together above head to show mercy from Allah (Ḥamhumā - have mercy on them (my parents))

Rocking baby (Kamā rabbayānī ṣaghīrā - just like they took care of me when I was small)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Every morning after ṣalāh, Hakeem would hear his father read a specific duʿā. He always wondered what this duʿā was for, so one morning he asked him, "What is that duʿā you always read?" Hakeem asked. "It's a duʿā for parents," his father replied. "Your parents?" Hakeem asked confused. "But isn't it supposed to be the other way around? Parents ask duʿā for their children." "Yes, of course, but children should also pray for their parents," his father said. Hakeem was surprised.

"So what should we ask from Allah for our parents? They have already learned and done everything!" asked Hakeem, confused. "This duʿā is an āyah of the Noble Qurʾān which says how one should do duʿā for their parents" his father explained. "We should ask Allah to have mercy on them as they had mercy on us when were were young." He continued, "When we were small, we were dependent on our parents for everything. They took care of us when we were small, attending to our every need, even when it was hard for them. Similarly, we want Allah to have that same mercy and forgiveness for our parents." Hakeem began to understand what his father was talking about. This wasn't a worldly duʿā, it was a much more important one! He definitely wanted Allah to be kind and merciful to his parents, so every moring at Fajr prayer, he recited it loudly with his father!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always ask Allah to have mercy on our parents just like they had mercy on us when we were small.

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 33

Allah is the Best Protector

OBJECTIVE

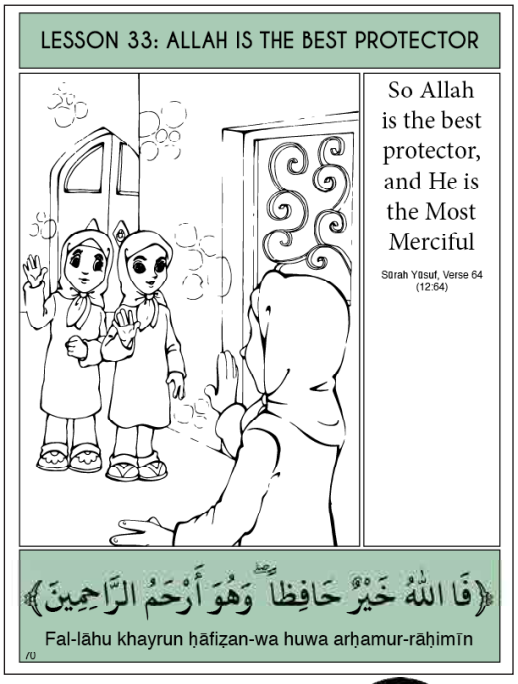
Students will learn how Allah is the best protector for us. They will then memorize the āyah.

فَا للّٰهُ خَيْرٌ حَافِظاً وَهُوَ أَرْحَمُ الرَّاحِمِينَ

Transliteration: Fal-lāhu khayrun ḥāfiẓan-wa huwa arḥamur-rāḥimīn
Translation: So Allah is the best protector and He is the Most Merciful
Āyah Source: Sūrah Yūsuf, Verse 12 (12:64)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about things that protect us. What does it mean to protect something? What are some things that protect us?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, who do you think Allah says is the best protector? Students will most likely answer, “Allah!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 33: ALLAH IS THE BEST PROTECTOR
So Allah is the best protector, and He is the Most Merciful
Sūrah Yūsuf, Verse 64 (12:64)
﴿فَا اللّٰهُ خَيْرٌ حَافِظاً وَهُوَ أَرْحَمُ الرَّاحِمِينَ﴾
Fal-lāhu khayrun ḥāfiẓan-wa huwa arḥamur-rāḥimīn

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What are some ways that Allah protects us? What are some ways that we can ask Allah to protect us?
   - Did you know that when you recite Āyatul Kursī once, Allah sends one angel to protect you? Then, if you recite it twice, Allah sends two angels. If you recite it three times, He sends three. And if you recite it four times, Allah says, “I will protect My servant Myself.”
   - The best protector is Allah! He can protect you better than anyone or anything. But we have to truly believe and rely on Him as our protector, which means believing that He does what’s best for us no matter what!
   - Remember, just because you're making duʿā, doesn't mean you do things that are dangerous. You should ask Allah to keep you safe but also take steps to make sure that you're making smart, safe choices.
   - There are many things that we don’t like because they hurt, aren’t fun, or make us uncomfortable. For example, when we are babies, we often have to go to the doctor to get shots. We may cry and squirm to get away from the needle. But as we get older, we realize that they’re important to keep us safe and healthy. Similarly, often when things are very hard in our lives, we may be really unhappy, but we should realize that Allah wants what’s best for us! Remember that Allah is our protector, and He does what’s best for us, just like our parents and doctors try to do when making us get shots!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make a shield with hands crossed over chest,' be sure to say the Arabic (ḥāfiẓan) and translation (protector) so that students can associate the sign with the Arabic word and English meaning.

Point up (Fal-lāhu - so Allah)

Two thumbs up (Khayrun - is the best)

Make a shield with hands crossed over chest (Ḥāfiẓan - protector)

Point up (Wa huwa - and He is)

Hold hands together above head to show mercy from Allah (Arḥamur-Rāḥimīn - the All-Merciful)

Show mercy coming down from Allah to us (Arḥamur-Rāḥimīn - the All-Merciful)

Hands pointed inward to show special mercy given to believers (Arḥamur-Rāḥimīn - the All-Merciful)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Asma and Farah would walk to school and back every day. They lived in a beautiful foresty area, filled with tall trees and deep green plants. When they would leave for their short walk to school, their mom would always pray for them at the door. She would ask Allah to keep her daughters safe all day, since He was the best protector and the All-Merciful. Asma and Farah would set off, feeling safe and happy that they had the best protector possible!

One day, on their walk back from school, they were rushing to get home before dark with a few other children who were walking home from school. Once they finally arrived home, their mother was waiting for them outside. "Oh no," Farah said, "I wonder what happened! She looks so worried!" Their mother ran to hug them. "I was so worried!" She exclaimed, "I heard there was a giant tree that fell on the path that you two usually take home from school! I recited Āyatul Kursī so many times, asking Allah to protect you!" "Alḥamdulillāh we're safe," they all said. "It must have fallen right after we passed!" Asma said. "Allah is the best protector!" her mother replied. Both the girls knew they had to be careful when walking to and from school, and never forgot to ask Allah to keep them safe when leaving the house.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember that Allah is the Most Merciful and ask him to protect us no matter where we go!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 34 Unity Among Muslims

OBJECTIVE

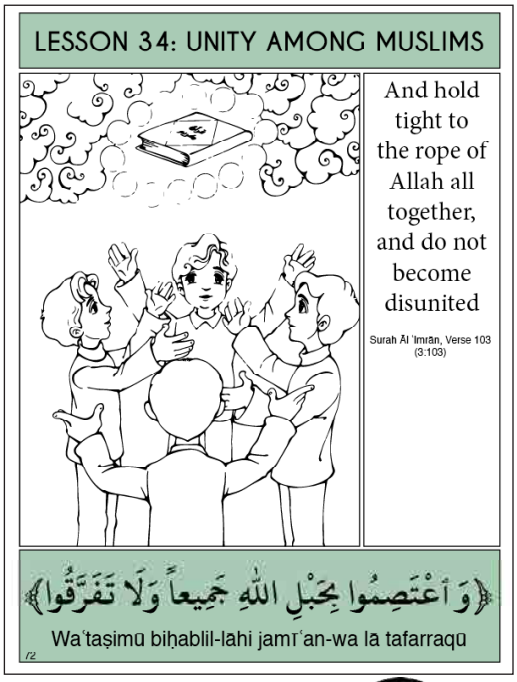
Students will learn about the importance of unity in the Muslim ummah. They will also memorize the āyah.

وَٱعْتَصِمُوا بِحَبْلِ اللهِ جَمِيعاً وَلاَ تَفَرَّقُوا

Transliteration: Waʿtaṣimū biḥablil-lāhi jamīʿan-wa lā tafarraqū
Translation: And hold tight to the rope of Allah all together, and do not become disunited
Āyah Source: Sūrah Āl ʿImrān, Verse 103 (3:103)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about unity. Can you think of a time when you worked together with others?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, how do you think Allah tells us to work with one other? Students will most likely answer, “Work together!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 34: UNITY AMONG MUSLIMS
And hold tight to the rope of Allah all together, and do not become disunited
Surah Al 'Imrān, Verse 103 (3:103)
﴿وَٱعْتَصِمُوا بِحَبْلِ اللهِ جَمِيعاً وَلَا تَفَرَّقُوا﴾
Wa'taṣimū biḥablil-lahi jamī'an-wa la tafarraqū

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What does unity mean? Examples - doing something altogether, working together with others, etc.
   - What does it mean to hold onto the rope of Allah all together? Discuss that it means to help each other get closer to Allah and make the ummah better. When the state of the ummah is better, it benefits all Muslims.
   - There are ḥadīth that compare the Muslim ummah to a body. When one part of the body is aching, the rest of the body feels sick as well. Just like that, when one part of the ummah is suffering, the rest of the ummah is suffering too.
   - What do you think are the benefits when all Muslims take care of one another? Will it make us stronger?
   - Have you ever heard of the saying “two heads are better than one?” What does this saying mean?
   - What are some ways that we can become disunited? Examples - backbiting, telling lies, not helping others, etc.
   - What are some ways that we can avoid becoming disunited? Examples - always taking care of one another, telling the truth, helping others, etc.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pretend to hold a rope together,' be sure to say the Arabic (waʿtaṣimū biḥablil) and translation (and hold tight, to the rope of) so that students can associate the sign with the Arabic word and English meaning.

Pretend to hold a rope
(Waʿtaṣimū biḥablil - and hold tight, to the rope of)

Point up
(lāhi - Allah)

Make a circle with hands that shows everyone
(jamīʿan - altogether)

Make "No" with your finger
(Wa lā - and do not)

Make "No" with your finger
(Wa lā - and do not)

Pretend to let go of a rope
(Tafarraqū - become disunited)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

One day at the park, Abdullah and his friends were playing a fun game of tag. Suddenly, someone started yelling for help. "Help, help! Mehdi is stuck in the tree!" Abdullah ran over to help his younger brother, who had climbed the tree and couldn't figure out how to get down. Oh no, he thought. He took a deep breath and prayed, O Allah, help us find a way to get Mehdi down from the tree! Abdullah's father suggested, "We should work together!" He told three of the boys to stand under the tree to catch little Mehdi in case he fell. Meanwhile, Abdullah and his dad tried to figure out a path for Mehdi to climb down safely. Together, they gave Mehdi step by step directions. "Put your foot here, good job! And now hold on to that branch while you put your other foot there," they directed. Mehdi felt safe because he knew the other boys were standing underneath to catch him in case his hand or foot slipped!

Finally, with everyone's help, Mehdi's two feet were safely back on the ground. Alḥamdulillāh! They all breathed sighs of relief. Abdullah's dad reminded everyone that Allah says in the Qurʾān, [read āyah with translation]. He winked at Abdullah and said, "Two heads are better than one!" The boys laughed. Everyone was happy that they were all united for the sake of Allah, and could help someone else when they needed it!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember to try to stay united with our Muslim brothers and sisters!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 35

Ranks of People with Allah

OBJECTIVE

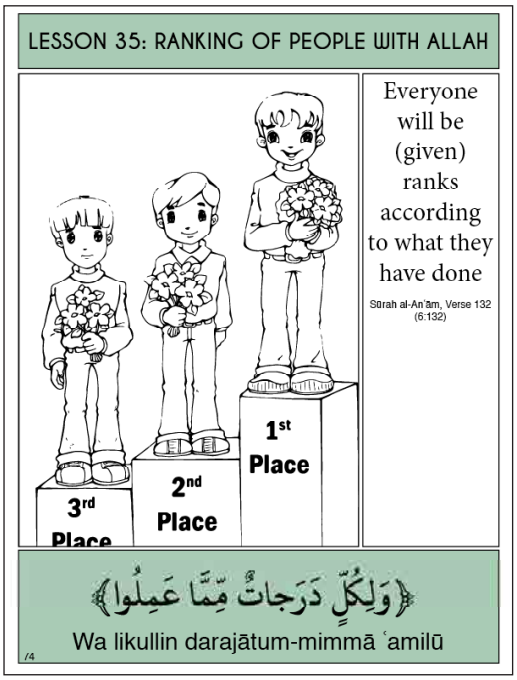
Students will learn how they are ranked by Allah according to their deeds. They will then memorize the āyah.

وَلِكُلٍّ دَرَجَاتٌ مِّمَّا عَمِلُوا

Transliteration: Wa likullin darajātum-mimmā ʿamilū
Translation: Everyone will be (given) ranks according to what they have done
Āyah Source: Sūrah al-Anʿām, Verse 132 (6:132)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about working hard to receive rewards. Can you think of a time when you worked hard? Did you get anything in the end?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this ayah, Allah tells us people are given ranks and levels. Based on what? Students will most likely answer, “On their actions!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 35: RANKING OF PEOPLE WITH ALLAH
Everyone will be (given) ranks according to what they have done
Sūrah al-An'ām, Verse 132 (6:132)
1st Place
2nd Place
3rd Place
﴿وَلِكُلٍّ دَرَجَاتٌ مِّمَّا عَمِلُوا﴾
Wa likullin darajātum-mimmā ʿamilū

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - The only thing that separates us in rank is taqwā (God consciousness) and our deeds. So when you do good for the sake of Allah, He is pleased with you and you will get more reward in the hereafter!
   - Do you feel like sometimes things aren't always fair? For example, someone might be smarter than you or might have more help to do good deeds, so you might think that they get more reward from Allah. Remember, Allah is very fair and always looks at our intentions and how hard we try to please Him. We might not see reward in this life but we will all be rewarded fairly in Jannah according to our abilities and intentions!
   - We need a “ladder” to get to Jannah. The steps of these ladders are making good choices and remembering Allah each step of the way. Each time we make a good choice, we take one step closer to Jannah!
   - Have you ever heard the saying, “you reap what you sow”? This means that the more time, energy, and care a farmer puts into growing their crops, the more the crops will grow and thrive. Just like that, the more time and energy we put into doing good deeds and making Allah happy, the closer we get to reaching Jannah in the afterlife!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'show steps with your hands,' be sure to say the Arabic (darajātum mimmā) and translation (ranks according to) so that students can associate the sign with the Arabic word and English meaning.

Point to people (Wa likullin - everyone will be (given))

Point to people (Wa likullin - everyone will be (given))

Point to people (Wa likullin - everyone will be (given))

Show steps with your hands (Darajātum-mimmā - ranks according to)

Show steps with your hands (Darajātum-mimmā - ranks according to)

Show an action with your hands (ʿAmilū - what they have done)

Show an action with your hands (ʿAmilū - what they have done)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

It was a warm and beautiful spring day, perfect for a day filled with fun sports and races at school. Mohammad and Baqir were getting ready for the race they were participating in. "Are you ready for this?" Mohammad asked Baqir excitedly. "On your mark, get set, GO!" shouted the teacher, and the kids were off. Mohammad and Baqir ran as fast as they could. It was a hard race, but soon they could see the finish line in front of them. Suddenly, Mohammad tripped, falling hard on the ground and scraping his knees. Not too far behind him was Baqir, who tripped over Mohammad. They knew now that they had no shot at winning the race. Mohammad gave Baqir a hand up. "Are you okay?" he asked. Baqir nodded, so they both finished the race, coming in last. "Sorry for making you lose the race," Mohammad said to Baqir. "It's okay. The race was still really fun, thanks to you!" They both laughed and went to drink some cool lemonade.

After the awards were handed out, the teacher came up to both of them and said, "I'm really proud of you, māshāʾAllāh!" "But why? We came in last" said Baqir, confused. "Yes, but you helped each other get back up after tripping and didn't blame each other for finishing last. These are the types of things that make people winners in Allah's eyes." The two boys smiled and thanked their teacher. Then, they went off to play some other games and enjoy the rest of their day.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember that Allah ranks us according to our good actions, so we should try to be the best that we can be!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 36

Encouraging Your Family to Pray

OBJECTIVE

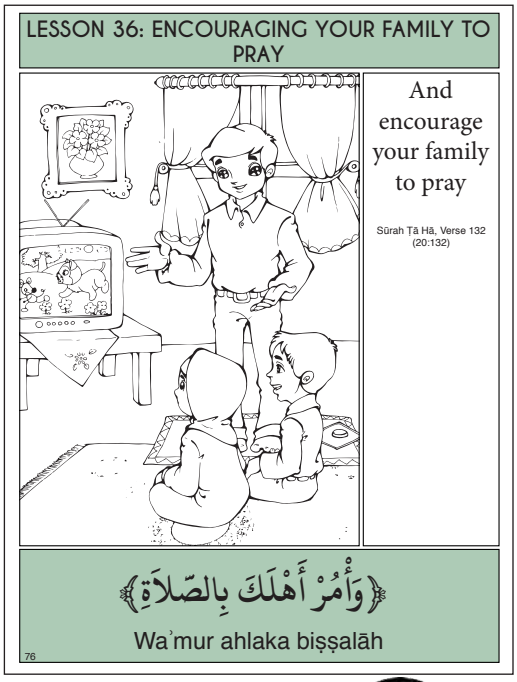
Students will learn about the importance of encouraging their family members to pray. They will then memorize the āyah.

وَأْمُرْ أَهْلَكَ بِالصَّلَاةِ

Transliteration: Waʾmur ahlaka biṣṣalāh
Translation: And encourage your family to pray
Āyah Source: Sūrah Ṭā Hā, Verse 132 (20:132)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about encouraging our families to do good things. Have you ever felt like you needed some encouragement to do something? Describe what it was and how you were encouraged to do it.
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah wants us to encourage our families to do? Students will most likely answer, "To pray!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 36: ENCOURAGING YOUR FAMILY TO PRAY
And encourage your family to pray
Sūrah Ṭā Hā, Verse 132 (20:132)
﴿وَأْمُرْ أَهْلَكَ بِالصَّلَاةِ﴾
Waʾmur ahlaka biṣṣalāh
76

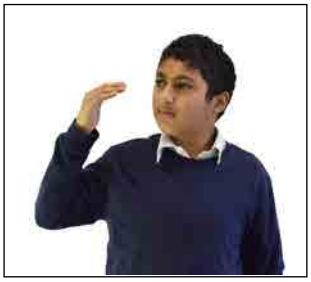
STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Ṣalāh is very important in Islam; in fact, it is the most important act of worship. Angels visit regularly in a house where the adhān is called out and ṣalāh is prayed.
   - According to ḥadīth, after this verse came down from Allah, the Prophet (ṣ) used to knock on the door of Imām ʿAlī (ʿa) and Sayyidah Fāṭimah (ʿa) at the time of ṣalāh and say "as-ṣalāh!" So, we should also encourage our own family to pray. Remember, we should always encourage people toward good deeds, especially our families!
   - Can you think of some ways you can nicely encourage everyone in your household to pray, especially if you can all pray on time together? For example, recite adhān loudly at the time of ṣalāh, lay out prayer mats so everyone can pray together, use alarm clocks to motivate everyone to remember prayer time. Remember not to be forceful or mean, and encourage people nicely!
   - Think about when you get some yummy food! You always want to share with your family because you know that they will enjoy it too, right? Just like this, we know that ṣalāh is good for us, so we should also encourage those we love to enjoy it too!

STEP 3: MEMORIZATION & HAND GESTURES

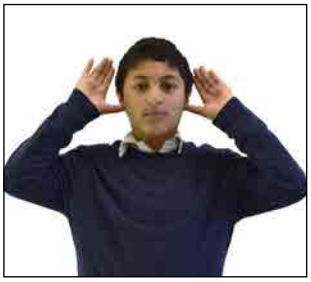
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'do takbīratul ihrām,' be sure to say the Arabic (biṣṣalāh) and translation (to pray) so that students can associate the sign with the Arabic word and English meaning.

Gesture to call people
(Waʾmur - and encourage)



Gesture to call people
(Waʾmur- and encourage)

Make a circle with your arms to show those who are close to you
(Ahlaka - your family)



Do takbīratul ihrām
(Biṣṣalāh - to pray)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Malik and Noora were playing with their toys when the adhān started. Their older brother, Sultan, came in and saw them playing. Malik and Noora didn't usually pray on time, so he thought they might join him if he told them he was praying. He asked, "Hey, it's time to read ṣalāh. Do you want to join?" "But we're playing!" Noora said. Sultan knew they liked playing games with him so he offered, "What if we pray ṣalāh and then play a game of tag after?" He wanted thawāb for praying on time, so he wanted his family to get rewarded with him as well! Malik's eyes lit up, "Okay, deal!" After ṣalāh, Sultan asked them both, "Do you know why we pray together as a family?" They both shook their heads. "Praying on our own is good, but we get so much more thawāb when we pray together! It also builds a stronger connection to Allah and between ourselves, and reminds us about our responsibilities to pray on time!" They nodded their heads and then Noora tagged Sultan and went running outside!

That evening, the three of them lined up to pray together again. When their parents saw them preparing to pray together, they were inspired to join as well! Sultan's parents were so proud of him for reminding everyone to pray together. Everyone was lined up next to each other and prayed ṣalāh together, just like Allah likes!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to encourage our family to pray, and pray on time ourselves as well!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 37 Making Peace

OBJECTIVE

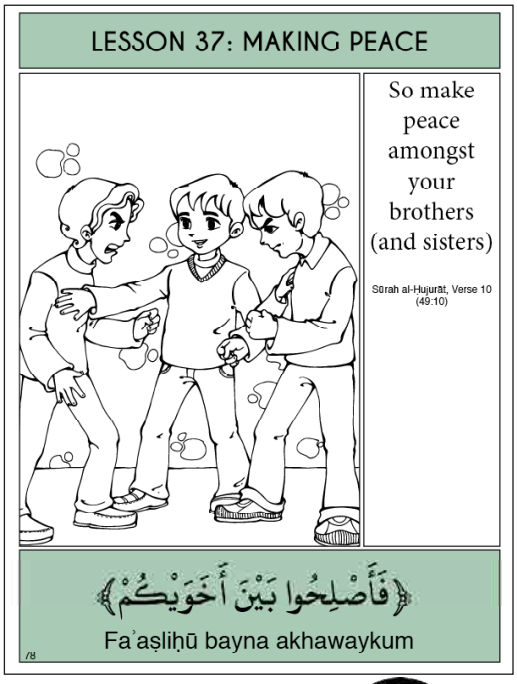
Students will learn about the importance of making peace between their friends and family. They will then memorize the āyah.

فَأَصْلِحُوا بَيْنَ أَخَوَيْكُمْ

Transliteration: Faʿaṣliḥū bayna akhawaykum
Translation: So make peace amongst your brothers (and sisters)
Āyah Source: Sūrah al-Ḥujurāt, Verse 10 (49:10)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about making peace amongst ourselves. Can you think of more examples of things or people that create peace? Examples - principal, referee, treaty, etc
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah is asking us to do between ourselves? Students will most likely answer, “Make peace!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 37: MAKING PEACE
So make peace amongst your brothers (and sisters)
Sūrah al-Ḥujurāt, Verse 10 (49:10)
﴿فَأَصْلِحُوا بَيْنَ أَخَوَيْكُمْ﴾
Faʿaṣliḥū bayna akhawaykum

STEP 2: DISCUSSION

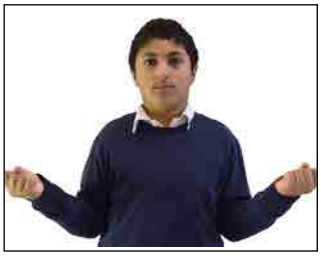
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Allah has told us that we’re all like brothers and sisters in Islam. He loves it when we are nice to each other and don’t fight! One day, Imām Ḥusayn (ʿa) told everyone that he heard Prophet Muḥammad (ṣ) say, “If two people are mad at each other, the first one who says sorry will get to enter Jannah first!” This is how much Allah loves when we make peace amongst ourselves.
   - Not only should we act peacefully with each other, but we should also try to help others keep the peace and not fight. Why do you think Islam gives so much importance to making peace? What happens when we don’t have peace?
   - What are some ways that we can keep the peace with people around us? Examples - saying please and thank you, cleaning up after ourselves so we don’t inconvenience others, speaking nicely, etc.
   - Ask students what they would do in the following scenarios if someone:
     - Snatched something out of your hand
     - Took one of your things without asking permission
     - Refused to share with you

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special sign language! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make a peace sign,' be sure to say the Arabic (faʾaṣliḥū) and translation (so make peace) so that students can associate the sign with the Arabic word and English meaning.

Make a peace sign
(Faʾaṣliḥū - so make peace)

Joining hands together
(Bayna - amongst)



Place hands out as if you are reciting Duʿā of Unity
(Akhawaykum - your brothers (and sisters))

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

One weekend, Hadi and Hamid went to the park to play basketball. When they arrived, they saw some kids already playing. "Can we join you?" Hadi asked. The other kids nodded, so they started a new game. On their second game, one boy, Akbar, was about make a point when Hamid blocked him and knocked the ball out of his hand. Hamid then scored the winning point and and their team won the game. Akbar was very upset and started yelling at Hamid. "That doesn't count, you aren't allowed to do that!" he yelled. "Yes I am! I won fair and square!" Hamid argued back. Soon, one by one each of the kids began picking sides and arguing with each other.

Hadi, who had decided to sit the second game out, quickly jumped in between the two groups. "Guys, guys! Stop! Let's talk about this!" he pleaded. After a while, both groups finally calmed down. Akbar turned to Hadi and asked him to decide whether or not what Hamid did was cheating, since he wasn't playing and could be a neutral party. Hadi hesitated, because he didn't properly see what had happened, but wanted everyone to get along. "Why don't we do two penalty shots since we don't have a referee?" Hadi suggested. "Whichever team makes the shot wins!" The boys agreed, and the two teams took turns taking shots—and both made it! They all agreed that both teams won and shook hands! Since there was still daylight left, they started a new game!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to make peace with our brothers and sisters to make Allah happy.

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 38 Suspicion

OBJECTIVE

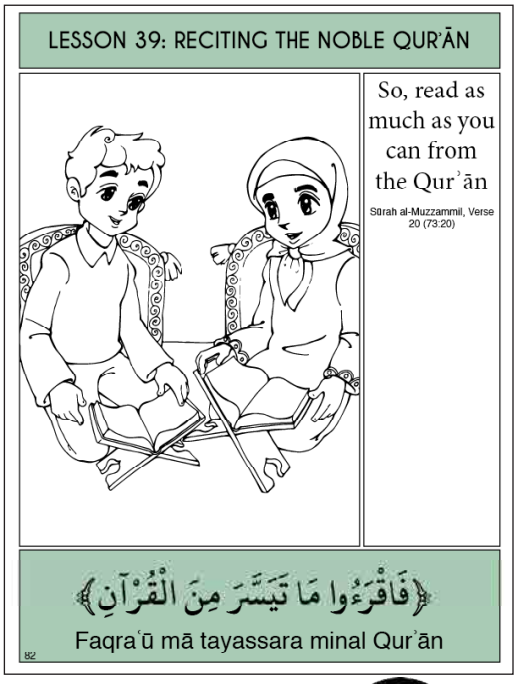
Students will learn why it's harmful to be suspicious of others. They will then memorize the āyah.

إِنَّ بَعْضَ الظَّنِّ إِثْمٌ

Transliteration: Inna baʿḍaẓ-ẓanni ithm
Translation: Certainly in some cases, suspicion is a sin.
Āyah Source: Sūrah al-Ḥujurāt, Verse 12 (49:12)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Can you think of a time when you thought something was true about someone, but realized it wasn't? For example, you might think a person isn't friendly until you start talking to them and realize they are actually very funny and friendly!
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah is saying about suspicions? Students will most likely answer, "It is bad!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 39: RECITING THE NOBLE QUR'ĀN
So, read as much as you can from the Qur'ān
Sūrah al-Muzzammil, Verse 20 (73:20)
﴿فَاقْرَءُوا مَا تَيَسَّرَ مِنَ الْقُرْآنِ﴾
Faqraʾū mā tayassara minal Qurʾān

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Being suspicious is when you assume someone did something bad or has bad intentions. You don't know for sure, but you suspect them based off of a feeling you have or half the information .
   - Why is it important to give someone the benefit of doubt? What does that mean?
   - Why do you think Allah doesn't want us to accuse each other of things before knowing the whole story? What kind of relationships does Allah want us to have with our brothers and sisters in Islam?
   - Our ḥadīth tell us that we should make 70 excuses for a person before thinking something bad about them. Can you think of 70 excuses for the girl with the broken plant?
     - Once they are out of excuses, make a point that it is so hard to come up with even a few excuses, let alone 70, which means that we should wait to have all the information before making a judgement about someone.
   - How can being suspicious lead us to commit other sins? Examples - it can lead to backbiting, spreading lies, making fun of others, hurting someone's feelings, or thinking you're better than others.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special sign language! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'point a finger to middle of the forehead and tap finger,' be sure to say the Arabic (baʿḍaẓ-ẓanni) and translation (in some cases, suspicion is) so that students can associate the sign with the Arabic word and English leaning.

Fist pump
(Inna - certainly)

Point a finger to middle of the forehead and tap finger (Baʿḍaẓ-ẓanni - in some cases, suspicion is)

Burden on shoulder (sin)
(Ithm - a sin)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

It was the last day of school and Sana and Maryam had gotten their teacher a farewell gift. They decided to meet each other in the courtyard by the fountain before going to their classroom. Sana was very happy with the gift she bought her teacher; it was a beautiful bouquet of flowers in a decorated flower pot. When Sana came to the fountain, Maryam was already there, and she also brought flowers! "Oh, we both brought flowers!" said Maryam laughing, but Sana did not think it was funny. Then she remembered her bag was still in her locker. "Can you watch my gift?" she asked Maryam, placing it on the ledge of the fountain. "I have to go get my bag." "Sure!" Maryam replied. A few minutes later, Sana returned to see her flowers on the ground, and the pot was broken! Maryam was not there. She must have dropped my flowers on purpose and went to give our teacher her own gift, thought Sana. With tears in her eyes, she went up to her classroom. When she got there, she didn't see Maryam.

After most of the students had arrived, Maryam finally walked in. She sat down next to Sana. "I'm really sorry about your flower pot. Some boys were playing soccer and knocked it over with their ball! I went to go tell a teacher and see how to clean it up. If you want, we can both give my flowers to our teacher." Sana felt ashamed for suspecting that her friend broke her gift on purpose. She promised herself that she would try to give others the benefit of the doubt before assuming the worst about them.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to assume the best of people because we could be wrong about them!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 39

Reciting the Noble Qurʿān

OBJECTIVE

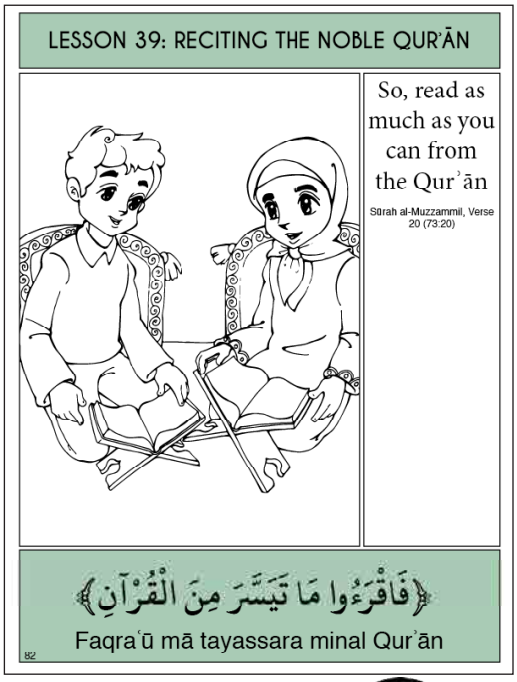
Students will learn about the value of reading the Noble Qurʾān. They will then memorize the āyah.

فَاقْرَءُوا مَا تَيَسَّرَ مِنَ الْقُرْآنِ

Transliteration: Faqraʿū mā tayassara minal Qurʾān
Translation: So read as much as you can from the Qurʾān
Āyah Source: Sūrah al-Muzzammil, Verse 20 (73:20)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about the Noble Qurʾān. What makes the Qurʾān so special? What does the Qurʾān teach us? How can we learn the message of the Qurʾān?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah is telling us about the Qurʾān? Students will most likely answer, "To read it a lot!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 39: RECITING THE NOBLE QUR'ĀN
So, read as much as you can from the Qur'ān
Sūrah al-Muzzammil, Verse 20 (73:20)
﴿فَاقْرَءُوا مَا تَيَسَّرَ مِنَ الْقُرْآنِ﴾
Faqraʿū mā tayassara minal Qurʾān

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - If you were in a room full of money and you only had five minutes to gather as much as you could, what would you do?! Of course you would use each minute to pick up as money as you could, right?
   - This world is just like that room, except instead of money, you have to try to gather as many good deeds as possible. The more good deeds you gather, the more rewards you will receive from Allah, and the higher your place will be in Jannah!
   - One of the good deeds that we should always try to do is read the Qurʾān. Reading Qurʾān give us lots of thawāb and rewards, but can you think of what else it gives us?! Yes, it gives us the tools for how to be good Muslims and make good choices so that we can get into even higher levels of Jannah!
   - Only reading the Qurʾān is not enough. We must learn from and think about what the Qurʾān is telling us, or else there's no point! We need to learn the Qurʾān, let its message enter our hearts and souls, and change our actions to be the best of actions, inshāʾAllāh.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make hands as Qurʾān,' be sure to say the Arabic (minal Qurʾān) and translation (from the Qurʾān) so that students can associate the sign with the Arabic word and English meaning.

Open hands to make a book (Faqraʿū - so then read)

Scan book with your finger (Mā tayassara - as much as you can)

Scan book with your finger (Mā tayassara - as much as you can)

Make hands as Qurʾān (Minal Qurʾān - from the Qurʾān)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

It was finally summer, and Roohi and Rahman were excited to play with their friends! Every day they went outside to play after reading afternoon ṣalāh. One afternoon, it was pouring down rain! There was no way they could go out to play today. "What should we do?" Roohi asked Rahman. "Let's play hide and seek!" Rahman suggested. So they took turns hiding from each other all around the house. In one of the rooms, they found their mother reading the Qurʾān.

"What are you doing?" Roohi asked. "Are you looking for a specific verse or sūrah?" "No, I'm just reading the Noble Qurʾān," she replied. "I wanted to read some after ṣalāh beause we should try to recite the Noble Qurʾān as much as possible. Did you know that if you recite Sūrah Yāsīn you get the thawāb of reciting the whole Qurʾān 12 times?!" Roohi and Rahman were shocked! 12 times?! For one sūrah? That's amazing! Their mother continued listing all the other benefits from reading different sūrahs of the Qurʾān. "Of course, to truly get this reward, you should try to understand what you're reading, read the translation, and put it into practice," their mother said. Roohi and Rahman decided they wanted to read as much as possible to get all these rewards. They both did wuḍūʾ and read Sūrah Yāsīn with their mother. They enjoyed it so much that every afternoon they would read a different surah before going outside to play!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should try to read as much Qurʾān as possible to make Allah happy with us and get lots of thawāb!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 40

Saying But Not Practicing

OBJECTIVE

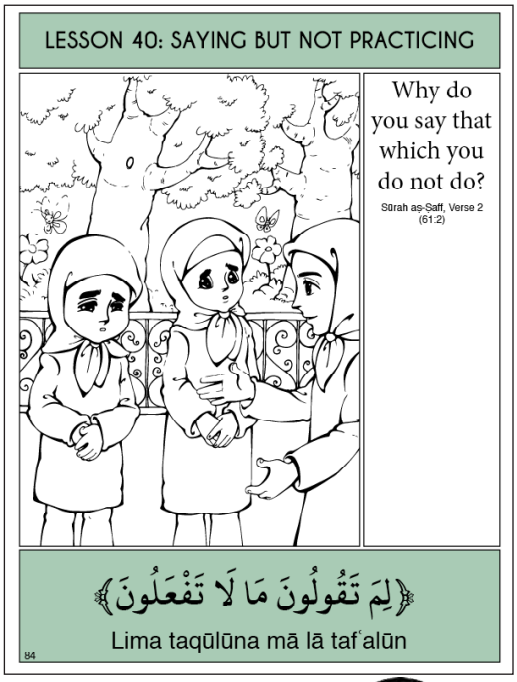
Students will learn about the importance of practicing what they preach. They will then memorize the āyah.

لِمَ تَقُولُونَ مَا لَا تَفْعَلُونَ

Transliteration: Lima taqūlūna mā lā tafʿalūn
Translation: Why do you say that which you do not do?
Āyah Source: Sūrah aṣ-Ṣaff, Verse 2 (61:2)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about following our own advice to others. Why is it important to do what you also tell others to do? Why is it wrong if you don't follow your own advice?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah tells us we should do when we tell others to do something. Students will most likely answer, "To do the same thing!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 40: SAYING BUT NOT PRACTICING
Why do you say that which you do not do?
Sūrah aṣ-Ṣaff, Verse 2 (61:2)
﴿لِمَ تَقُولُونَ مَا لَا تَفْعَلُونَ﴾
Lima taqūlūna mā lā tafʿalūn
84

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Have you heard the expression, "If you can't walk the walk then, don't talk the talk?" What do you think that this means? This means that we should only tell others what to do or give them advice if we're able to follow it ourselves. Another way people often talk about this is to "practice what you preach."
   - For example, if you drink soda yourself, do you think that you should stop others from drinking soda? No, right? You should always try to follow your own advice. A person who tells others to do something but doesn't do it themselves is practicing nifāq, or hypocrisy.
   - If we do tell others to do something that we don't do all the time ourselves, it should always be with the intention for making ourselves better! For example, if you usually don't pick up trash on the floor at the masjid, but you see a child who was throwing trash on the floor, you should ask them nicely to pick it up and help them. But at the same time, you should make a promise that you will try harder to keep the masjid clean yourself! Perhaps next time you see trash and you don't see who threw it, you should pick it up for the sake of making yourself better!
   - Remember, Allah is the Judge of your actions. If you tell someone to do something that you don't usually do yourself, they might not know, but Allah will always know!

STEP 3: MEMORIZATION & HAND GESTURES

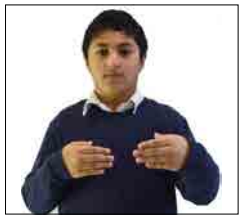
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'put one hand next to your mouth and pretend to talk,' be sure to say the Arabic (taqūlūna) and translation (say that which you) so that students can associate the sign with the Arabic word and English meaning.

Shrug your shoulders (Lima - why do you)

Put one hand next to your mouth and pretend to talk (Taqūlūna - say that which you)

Make "No" with your finger (Mā lā - do not)

Make "No" with your finger (Mā lā - do not)


Show an action with your hands (Tafʿalūn - do)

Show an action with your hands (Tafʿalūn - do)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Laila was a nice girl, but she was always telling others what to do. She would tell her siblings to wash their own dishes when they were done eating, but wouldn't wash her own! She would remind others to recycle, but would throw her own bottles into the trash! One day at school, Laila saw two girls fighting over the swing on the playground. She went to them and reminded, "Don't fight! You need to take turns!" One of the girls agreed to let the other have the turn, and decided to come back later. When she finally returned, Laila was having her turn on the swing and wouldn't get off! The girl got upset and said, "You're the one that said we need to take turns! You always tell people to do things you don't do yourself!" and stormed off.

Her teacher saw what happened and Laila's worried face. "Laila, do you think that if Prophets or teachers told people to do things that they didn't do themselves, people would listen?" "Hmmm...probably not," Laila responded. "So do you think it's good to tell people to do things you don't do yourself? If you want Allah to help you to become the best person you can be, you have to practice what you tell others to do. This is the best way!" her teacher explained. Do I really tell others to do things I don't do myself? Laila thought about it to herself. She wanted to become a better person and wanted others to respect her. She thought about all the things she advised others to do, and decided that she would try to become better at washing her dishes, recyling, eating healthy, and sharing! This would make Allah happy with her too!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to practice what we preach, so that we make ourselves better, and make Allah happy with us!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 41

Looking Good

OBJECTIVE

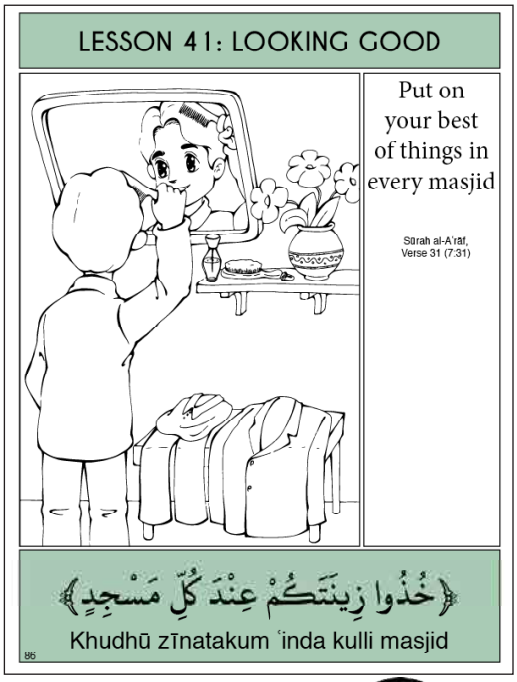
Students will learn about the importance of looking their best for the sake of Allah when going to the masjid. They will then memorize the āyah.

خُذُوا زِينَتَكُمْ عِنْدَ كُلِّ مَسْجِدٍ

Transliteration: Khudhū zīnatakum ʿinda kulli masjid
Translation: Put on your best of things in every masjid
Āyah Source: Sūrah al-Aʿrāf, Verse 31 (7:31)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** How do you think we should dress when going to a nice place? How do you think we should dress when going to the masjid?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah is telling us to do with our appearance when going to the masjid? Students will most likely answer, "To make it look good!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.

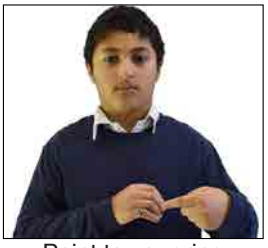

LESSON 41: LOOKING GOOD
Put on your best of things in every masjid
Sūrah al-Aʿrāf, Verse 31 (7:31)
﴿خُذُوا زِينَتَكُمْ عِنْدَ كُلِّ مَسْجِدٍ﴾
Khudhū zīnatakum ʿinda kulli masjid

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What do you think are some ways of making ourselves look nice before going to the masjid? Examples - wearing nice clothes, putting on perfume, combing your hair, brushing your teeth, smiling, etc.
   - If you were going to the house of someone very important, how would you make yourself look? Why do you think that Allah tells us in the Qurʾān to put on our best clothes when going to a masjid? Any place where Allah is remembered is a place where we should try to look our best.
   - Putting on our best things doesn't have to be just physical - it can be spiritual as well! What are some spiritual ways of making ourselves beautiful? Example - doing wuḍūʾ, saying bismillāh or ṣalām to the angels when entering, doing a mustaḥab ghusl beforehand, etc.
   - The clothes you wear to the masjid should be extra special, instead of the normal clothes you wear to school or the park. The masjid is special, so your clothes should be special too! Why do you think this is?

STEP 3: MEMORIZATION & HAND GESTURES

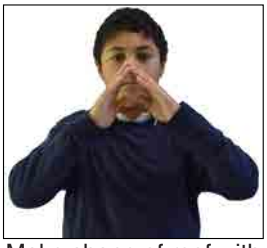
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make shape of roof with hands,' be sure to say the Arabic (Masjid) and translation (Masjid) so that students can associate the sign with the Arabic word and English meaning.


Point to your ring (Khudhū zīnatakum - put on your best of things)

Point to each thing (ʿInda Kulli - in every)

Point to each thing (ʿInda Kulli - in every)

Point to each thing (ʿInda Kulli - in every)


Make shape of roof with hands (masjid - masjid)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

One hot summer day, Baqir had to go with his mother for Friday prayers. He was feeling very lazy, so he got up to get ready five minutes before they had to leave. That didn't leave enough time for him to shower or change, so he just did wuḍūʾ quickly. "Ready!" he said. His mother came in and looked at the way he was dressed, raising her eyebrows. "Are you sure?" she said. Baqir looked down at himself and shrugged. Then he saw the stain on his shirt, his messy hair, and creased pants. Compared to his mother who was wearing her best clothes and perfume, he looked unpresentable! "Don't you want to look your best? We should always wear our nicest things when going to the masjid," his mother explained.

Now Baqir felt bad about how much he rushed to get ready! "Do I have time to get ready properly?" he asked his mother. She smiled, "Yes, go hurry and take a shower, and put on some nice clothes!" she said, and Baqir was already running up the stairs. "I'll also give you Baba's special perfume to wear!" she called after him. Ten minutes later, Baqir came down the stairs in fresh clothes with his hair nicely parted, looking dapper! His mother gave him a kiss on his head and said, "Now you look so handsome!" From that day on, Baqir always made an effort to look his best before heading to the masjid. This made Allah happy with him, and his mother was too!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to make our physical and spiritual appearance nice before going to the masjid!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet..

Lesson 42: Sleep

OBJECTIVE

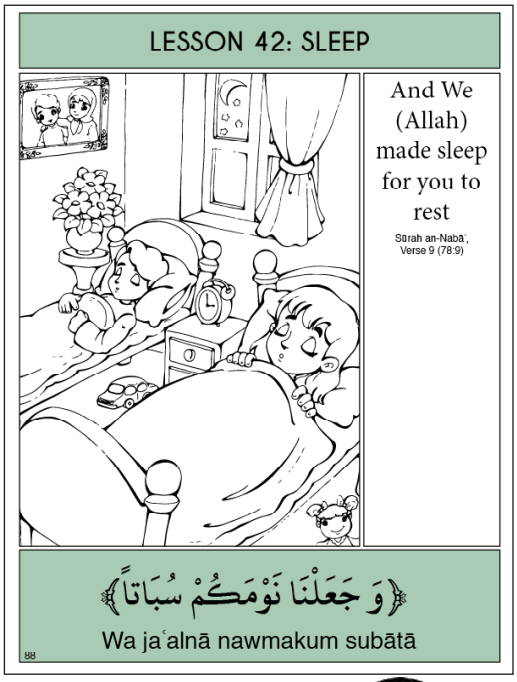
Students will learn how Allah made sleep a blessing for us to rest. They will then memorize the āyah.

وَجَعَلْنَا نَوْمَكُمْ سُبَاتاً

Transliteration: Wa jaʿalnā nawmakum subātā
Translation: And We (Allah) made sleep for you to rest
Āyah Source: Sūrah an-Nabāʾ, Verse 9 (78:9)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about the benefits of sleep and rest. How much should we sleep? How do you feel when you sleep too much or too little?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, why do you think Allah made sleep for us? Students will most likely answer, “So we can rest!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 42: SLEEP
And We (Allah) made sleep for you to rest
Sūrah an-Nabaʾ, Verse 9 (78:9)
﴿وَ جَعَلْنَا نَوْمَكُمْ سُبَاتاً﴾
Wa jaʿalnā nawmakum subātā

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Sleep is very important for the human body. Did you know 1/3 of our life is spent sleeping? Allah has given us the gift of sleep so we can rest, let our body and brain relax, and re-energize to do things the next day!
   - Do you know some benefits for getting enough sleep? Examples - helps manage stress, makes your immune system stronger, helps you learn new things, makes your memory stronger, and more!
   - Do you know what happens when you don’t get enough sleep? Examples - fatigue, difficulty concentrating, you feel cranky and grouchy, etc
   - Being able to fall asleep easily and having a good night's sleep is a huge blessing from Allah and we should thank Him for it. There are some people that have so much trouble sleeping they have to take medicine for it!
   - Can you think of some good things you should do before you sleep? Examples - brushing your teeth, reciting duʿā, reciting tasbīḥ of Sayyidah Fāṭimah (ʿa) etc.
   - One important thing to do before sleeping is thinking about the mistakes you made during the day and ask for forgiveness. Promise Allah that you will try not to make the same mistakes tomorrow. Imām aṣ-Ṣadiq (ʿa) says it is very important that his shīʿahs do this before they sleep!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'sleeping hand,' be sure to say the Arabic (nawma) and translation (sleep) so that students can associate the sign with the Arabic word and English meaning.

Placing an object
(Wa jaʿlnā - and We (Allah) made)

Sleeping hand
(Nawma - sleep)

Point 3 fingers toward audience
(Kum - for you)

Rocking a baby
(Subātā - to rest)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Isra and Ibrahim would get into bed by 8:30 pm sharp, with their teeth brushed and in their comfy pajamas. They always wanted to make sure they got enough sleep so their brains and bodies would be fresh every morning! One night, Isra just couldn't sleep! She tossed, turned, flipped over her pillow, and even drank water, but nothing helped! Finally after an hour, she went to her parent's room. "Isra? Why are you still awake?" her mother asked. "I can't sleep!" Isra responded, laying down dramatically on her parent's bedroom floor. "Okay, up, up! I have some things that might help!" her mother said.

Her mother came with her back to her room. "I'm going to tell you some cool tricks about sleeping." Isra was so curious! What were these cool tricks? Her mother said, "It's mustaḥab to do wuḍūʾ before sleeping, because Allah will reward you as if you prayed the entire night! And if you read Sūrah al-Ikhlās three times before sleeping, Allah will reward you as if you recited the entire Qurʾān!" Isra's eyes widened. "The entire Qurʾān?! I can get thawāb for just sleeping?" she asked. "Yes!" her mother said. "You can also try reading tasbīḥ of Sayyidah Fāṭimah az-Zahrāʾ, and you'll definitely be asleep in no time!" Isra thanked her mother, and followed all her advice. She was asleep before she even finished her tasbīḥ! Isra always used the advice her mother gave her and almost always fell asleep easily, alḥamdulillāh!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember that Allah made sleep for us to rest, and prioritize getting enough!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 43 Claiming That You're Better

OBJECTIVE

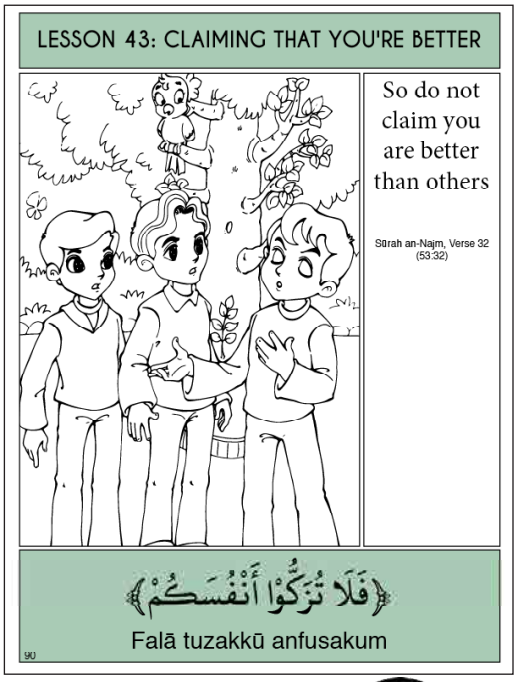
Students will learn the importance of being humble when it comes to their good qualities and deeds. They will then memorize the āyah.

فَلَا تُزَكُّوْا أَنْفُسَكُمْ

Transliteration: Falā tuzakkū anfusakum
Translation: So do not claim you are better than others
Āyah Source: Sūrah an-Najm, Verse 32 (53:32)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** When someone claims to be the best at something, what are they saying about themselves? What does spiritual purity mean? If someone claims they are very spiritually pure, what are they saying about themselves?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what does Allah tell you not to do? Students will most likely answer, "Not to claim that we're better than others!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 43: CLAIMING THAT YOU'RE BETTER
So do not claim you are better than others
Sūrah an-Najm, Verse 32 (53:32)
﴿فَلَا تُزَكُّوْا أَنْفُسَكُمْ﴾
Falā tuzakkū anfusakum

STEP 2: DISCUSSION

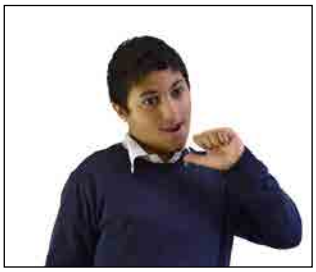
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - We should always try to be humble about ourselves and remember that we aren't better than others. Allah loves those that are humble!
   - Who gave us all of our good qualities? Allah right? So even if we're the best at something, it's only because it was given to us by Allah. We shouldn't brag about them to others, since it's a blessing and gift to us from Allah!
   - Allah knows all of our deeds and sees everything because he is al-ʿAlīm and al-Basīr! If we sincerely do a good deed for the sake of Allah and have ikhlās, there is no need for us to show off and tell others about our good deeds because Allah is the only one that matters!
   - If a person shows off after doing a good deed, do you think they're doing it for Allah or to impress others? On the Day of Judgment, what do you think Allah will say to you about your deed? He will remind you that you didn't really do it for Him!
   - Remember everything comes from Allah, so all the good deeds we do is because Allah gives us the strength to do them! If He did not give us the intelligence and strength, we would not be able to accomplish anything. In fact, we wouldn't even have been born if He hadn't given us life!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pretend to boast,' be sure to say the Arabic (Tazakkū) and translation (claim you are better) so that students can associate the sign with the Arabic word and English meaning.

Make "No" with your finger (Falā - so do not)

Make "No" with your finger (Falā - so do not)


Pretend to boast (Tuzakkū - claim you are better)

Point 3 fingers toward audience (Anfusakum - better than others)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Qasim was walking to school when he met Mohammad, who was bent down struggling to tie his laces. "Salām Mohammad! Can I help?" he asked. "ʿAlaykum salām, yes please. I tried to do it on my own, but they wouldn't stay tied," Mohammad replied. He bent down and tied Mohammad's shoelaces for him, and then they continued on their way.

Later during recess, a group of kids gathered around Mohammad, who was showing off his history project. It had an "A" and a golden star. "I did it all by myself" Mohammad bragged. "I'm the best at everything!" The other kids ooh-ed and ahh-ed, impressed by his good grade. When they dispersed, Mohammad began walking and tripped! His shoelace was untied -- again! Qasim went and gave him a hand, smiling a little and gently reminded him, "Your school work is good, but remember, Allah said that we should be humble about our good qualities?" Mohammad felt embarrassed. I shouldn't have bragged so much about being the best at everything, he thought. That made tripping even more embarrassing—I can't even tie my own shoes! Mohammad was relieved at how nice and humble Qasim was. He realized that Qasim was actually better than him, because he didn't laugh at him or rub it in his face in a mean way. Mohammad decided to try to be humble about his accomplishments and thanked Qasim. "Don't worry about it," Qasim said. "Let's go play before recess ends. But you should probably tie your shoes first!"

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember to be humble and not to claim that we're better than others!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 44

Touch the Qurʾān Only When You're Purified!

OBJECTIVE

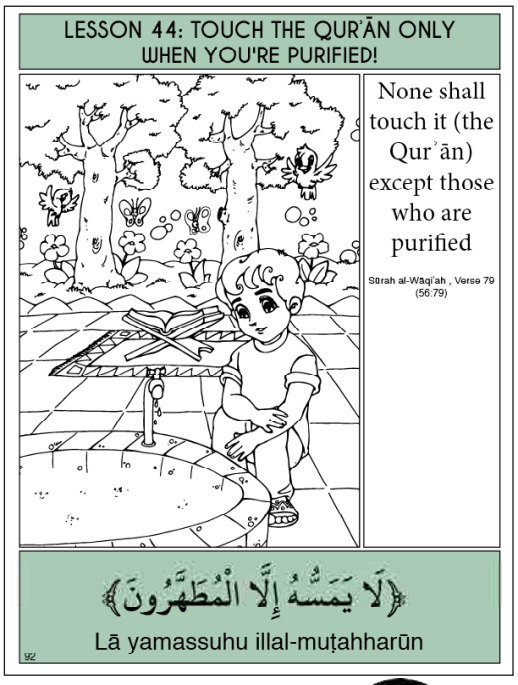
Students will learn how the Qurʾān requires a special purification before touching it. They will then memorize the āyah.

لَا يَمَسُّهُ إِلَّا الْمُطَهَّرُونَ

Transliteration: Lā yamassuhu illal-muṭahharūn
Translation: None shall touch (the Qurʾān) except those who are purified
Āyah Source: Sūrah al-Wāqiʿah, Verse 79 (56:79)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about how you treat something that is special to you. Think of a time when you got an exciting or special gift. How did you treat it?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what does Allah tell you to do before touching the Qurʾān? Students will most likely answer, "Purify yourself!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 44: TOUCH THE QUR'ĀN ONLY WHEN YOU'RE PURIFIED!
None shall touch it (the Qurʾān) except those who are purified
Sūrah al-Wāqiʿah , Verse 79 (56:79)
﴿لَا يَمَسُّهُ إِلَّا الْمُطَهَّرُونَ﴾
Lā yamassuhu illal-muṭahharūn

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - The Qurʾān is a very important and special book. Why do you think it's so important? The Qurʾān is a book filled with Allah's words. It is a guide from Him about how to reach Jannah! So it is definitely a special book and we should treat it with the utmost respect! What are some ways you can do this? Examples - reading it regularly and learning from it, doing wuḍūʾ before touching it, putting it in a safe place, etc).
   - Allah has made it wājib on us to touch the Qurʾān only with spiritual purity, like wuḍūʾ. It is such a special book that this spiritual purification is required before touching it. InshāʾAllāh by purifying our hearts and souls, we can understand and practice the things we learn in the Qurʾān. The more we do this, the closer we get to Jannah!
   - It's important to remember that one way to respect the Qurʾān is by reading it! If we just let it sit on a shelf and gather dust, what message are we sending to Allah about how much we respect His Noble Book? We should try to read it, understand what it is saying, and act upon it, to really show Allah how much we value the Noble Qurʾān.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pretend to touch Qurʾān,' be sure to say the Arabic (yamassuhu) and translation (touch the Qurʾān) so that students can associate the sign with the Arabic word and English meaning.

Make "No" with your finger
(Lā - none shall)

Make "No" with your finger
(Lā - none shall)

Pretend to touch Qurʾān
(Yamassuhu - touch (the Qurʾān))

Pretend to touch Qurʾān
(Yamassuhu - touch (the Qurʾān))

Point one finger
(Illal - except)

Rubbing self
(Muṭahharūn - those who are purified)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Jafar was playing with his toys when his grandmother came into the room. "It's time for your Qurʾān lesson!" she reminded him. Jafar knew the drill, so he put his toys away, went to do wuḍūʾ and got the Qurʾān from the bookshelf. He brought it to his grandmother, who put on her ḥijāb.

One day, Jafar asked his grandmother, "Why do I need to do wuḍūʾ before reading Qurʾān, even if I'm not touching the words?" His grandmother smiled and said, "These words are the words of Allah, so we have to treat this book and the words inside with as much respect as possible. This means we should only touch it when we are spiritually purified!" Jafar understood, but had a follow up question. "But what about if I'm not touching the words?" he asked. His grandmother replied, "It's mustaḥab to only recite Qurʾān in a state of wuḍūʾ, and it brings so much more blessings when reading the Qurʾān! Wouldn't you want to read the special words of Allah in the most spiritually purified state possible?" Jafar nodded and understood now why his grandmother put her ḥijāb on every time they were about to read from this special book. And now that he knew how much better it was to read Qurʾān in a state of wuḍūʾ, he became much more excited to do wuḍūʾ before his lessons!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always be in a state of purity and do wuḍūʾ when reciting the Qurʾān.

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 45

Manners of Eating Food

OBJECTIVE

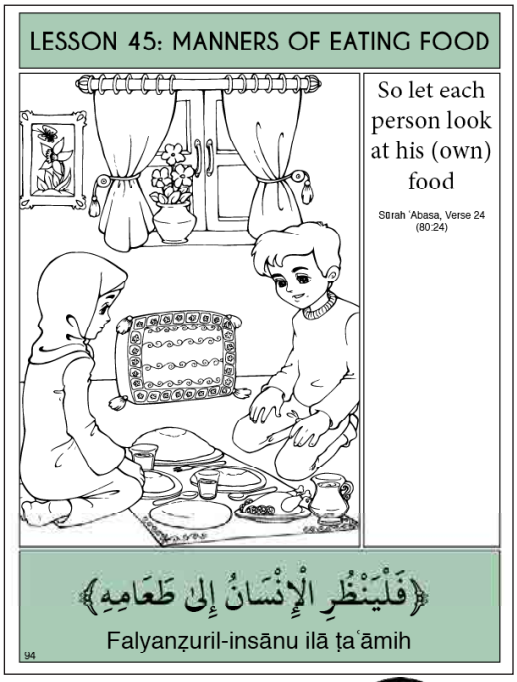
Students will learn the importance of food and having manners when eating. They will then memorize the āyah.

فَلْيَنْظُرِ الْإِنْسَانُ إِلَىٰ طَعَامِهِ

Transliteration: Falyanẓuril-insānu ilā ṭaʿāmih
Translation: So let each person look at his (own) food
Āyah Source: Sūrah ʿAbasa, Verse 24 (80:24)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Food is a great blessing from Allah. What are ways we can have manners while eating food? What are ways that we may disrespect our food?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us regarding our food? Students will most likely answer, “To look at it!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 45: MANNERS OF EATING FOOD
So let each person look at his (own) food
Sūrah ʿAbasa, Verse 24 (80:24)
فَلْيَنْظُرِ الْإِنْسَانُ إِلَىٰ طَعَامِهِ
Falyanẓuril-insānu ilā ṭaʿāmih
94

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Why do you think Allah is telling us to look at our food? Why might it be good to look at our food?
   - Allah wants us to be very grateful when we look at food and remember Him. Just think about how Allah makes food grow from the earth from teeny, tiny seeds! These seeds become rice, bread, vegetables, fruits, and so much more, which help us grow up to be healthy and strong, inshāʾAllāh.
   - Subḥānallāh, think about how perfect Allah’s plan is, that we can grow food thanks to all the abundant resources He has given us! We must thank Him for all the blessings that allow us to sit down to a lovely dinner with our friends and families.
   - Do you think it's good manners to look at someone else's food? How does it feel when someone looks at your food? So remember, it's bad manners to stare at others' food—you should only look at your own while eating!
   - When you look at your food, you should think about Who gave it to you, where it came from, and how it helps you. While remembering Allah, don’t forget to make sure that your food is ḥalāl!
   - Don’t forget, just like our bodies, our souls need food too! Can you think of some ways to nourish your soul? Examples - reciting Qurʾān or duʿās, reading ṣalāh, listening to a scholar’s speech, etc.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pretend to eat with your hand,' be sure to say the Arabic (ilā ṭaʿāmih) and translation (food) so that students can associate the sign with the Arabic word and English meaning.

Make binoculars with hands (Falyanẓuril - so let each person look at)

Point to your self (Insānu - his (own))

Pretend to eat with your hand (Ilā ṭaʿāmih - food)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Masooma was a very curious girl! She loved to ask questions about where things came from, how they came to be, and anything else she could learn! One day, she and her family were sitting down for dinner. Her parents reminded her and her brother Mohsin to say bismillāh before eating. Masooma was staring intently at her food. "What are you thinking about Masooma?" Mohsin asked. "I'm just wondering where all of these colorful foods come from!" she exclaimed. Their plates were filled with the delicious chicken stew her mom had made. "Carrots, peas, potatoes, pasta, chicken! And the salad has even more vegetables in it!" Masooma said.

Her parents smiled. Her mother said, "It's wonderful that you are thinking about your food, Masooma. Did you know that carrots and potatoes grow under the ground, but peas grow above the ground? And chickens eat these vegetables too, so that they can become big enough for us to eat them! This is all Allah's perfect planning." Masooma's eyes got wider and wider. "So much to learn about all of these foods! I want to grow my own vegetables so I can see exactly where they come from!" she said excitedly. Her parents laughed. "Sure, but eat your stew first! And don't forget to thank Allah for all the blessings He has given us, allowing these to start off from tiny seeds and grow into big vegetables and plants so we have yummy food to eat!"

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to remember Allah when we look at our food and thank Him for all of our blessings.

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 46 The Qiblah

OBJECTIVE

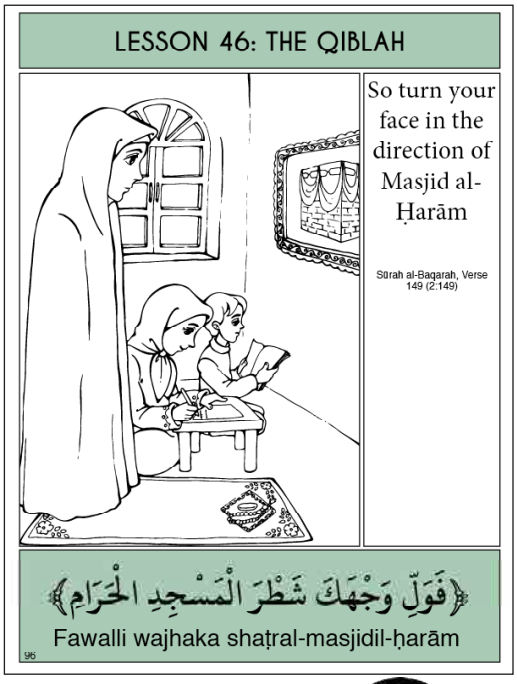
Students will understand the significance of facing the Kaʿbah when praying. They will also memorize the āyah.

فَوَلِّ وَجْهَكَ شَطْرَ الْمَسْجِدِ الْحَرَامِ

Transliteration: Fawalli wajhaka shaṭral-masjidil-ḥarām
Translation: So turn your face in the direction of Masjid al-Ḥarām
Āyah Source: Sūrah al-Baqarah, Verse 149 (2:149)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** When you speak to someone, is it important to face them to speak to them? How would your conversation go if you weren't looking at the person properly?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, where is Allah telling us to face for prayers? Students will most likely answer, "To the Kaʿbah!" Remind them that the Kaʿbah is located inside Masjid al-Ḥarām in Mecca.
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 46: THE QIBLAH
So turn your face in the direction of Masjid al-Ḥarām
Sūrah al-Baqarah, Verse 149 (2:149)
﴿فَوَلِّ وَجْهَكَ شَطْرَ الْمَسْجِدِ الْحَرَامِ﴾
Fawalli wajhaka shaṭral-masjidil-ḥarām

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Did you know that at the **Begin**ning of Islam, Muslims used to face Bayt al-Muqaddas (al-ʾAqṣā Mosque) in Jerusalem to pray? This is the masjid where Prophet Muḥammad (ṣ) went up to Heaven from. Then, one day during Ẓuhr prayers. Allah ordered him to face the Kaʿbah, so the Prophet changed his direction in the middle of ṣalāh. Masjid al-Ḥarām, which surrounds the Kaʿbah, became the new qiblah for Muslims.
   - The masjid in which the Prophet was praying when Allah told him to change directions is called Masjid al-Qiblatayn, the Masjid with the Two Qiblahs. If you go to this masjid you can see the two directions the Prophet was facing.
   - What are some benefits of facing the Ka'bah? It makes the Muslim ummah more united when everyone faces the same direction to pray. It also helps us be organized in prayer, since we make straight lines for jamāʿah prayers!
   - Because it is so important to face the Ka'bah while praying, Muslims became interested in geography and designed many inventions that later led to the development of compasses and even the GPS!

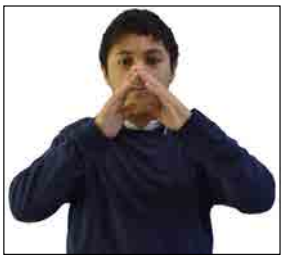
STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'place two hands in front of you,' be sure to say the Arabic (shaṭral) and translation (in the direction of) so that students can associate the sign with the Arabic word and English meaning.

Turn face
(Fawalli - so turn)

Hold one hand on your face and other pointing to the audience
(Wajhaka - your face)

Place two hands in front of you
(Shaṭral - in the direction of)



Make roof with hands
(Masjidil-Ḥarām - Masjid al-Ḥarām)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Rubab and Mustafa used to enjoy praying in their little ṣalah corner, but sometimes they had a hard time staying still! While praying with their mom, they would look around the room or fiddle with their hands. They noticed their mother was completely still, facing the direction of the Kaʿbah. After she was done, she told them, "Kids, how would you feel if while you were speaking to me, I kept looking around the room or doing other things?" Rubab and Mustafa said, "We wouldn't like it! You should pay attention to us when we're talking to you!" "Yes exactly," their mother continued. "Just like that, during ṣalāh when you're speaking to Allah, you should focus on Him, and face the Ka'bah. It makes your ṣalāh and connection to Him so much stronger! And wouldn't you want Him to listen to you?"

Rubab and Mustafa had so many duʿās and things to say to Allah. They really wanted Him to listen to them and be pleased with them. "Can we face the Kaʿbah when we do other things too?" Rubab asked? "Yes, of course! You should face the Kaʿbah when you do anything important, like reading the Qurʾān or doing your homework. That pleases Allah," their mother replied. Rubab and Mustafa decided that they would make their ṣalāh corner also a reading corner, so they could read while facing the qiblah! They felt so happy because Allah was with them all the time. They also remembered to be extra good while facing the Kaʿbah!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always face the Kaʿbah when praying ṣalāh, and can face it when we do other things too!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 47

Not Helping Each Other Do Bad Deeds

OBJECTIVE

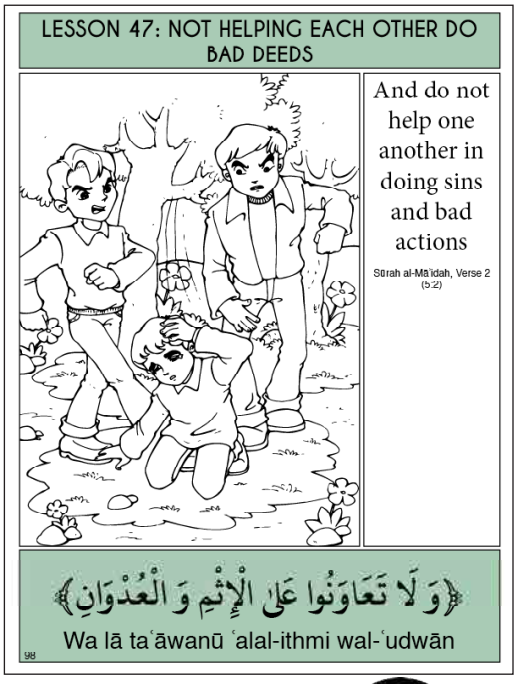
Students will learn the harm of enabling others to do bad deeds. They will then memorize the āyah.

وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ

Transliteration: Wa lā taʿāwanū ʿalal-ithmi wal ʿudwān
Translation: And do not help one another in doing sins and bad actions
Āyah Source: Sūrah al-Māʾidah, Verse 2 (5:2)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about how we help others. Do we help others do good things or bad things? Which is better? Why should we not help others do sins?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us not to help others with? Students will most likely answer, "In doing sins or bad actions!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 47: NOT HELPING EACH OTHER DO BAD DEEDS
And do not help one another in doing sins and bad actions
Sūrah al-Māʾidah, Verse 2 (5:2)
﴿وَ لَا تَعَاوَنُوا عَلَى الْإِثْمِ وَ الْعُدْوَانِ﴾
Wa lā taʿāwanū ʿalal-ithmi wal-ʿudwān

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - In Islam we are like brothers and sisters and so it is very important we help each other become better Muslims and stay away from bad things. This strengthens our entire Muslim ummah!
   - Why shouldn't we help others do bad things or commit sins? Examples - it makes Allah displeased with us, you become responsible for their actions, etc
   - Did you know if you help someone in doing a bad deed or committing sin, every time they do that action, you are also held responsible? Why do you think this is?
   - This is why Allah tells us not to help others in doing sins or bad actions. Did you know that you also get rewarded if you teach someone or help them do something good? Allah is so just and fair!
   - In this āyah there are two things Allah is saying we should not help others with:
     - ʿithm (sins)
     - ʿudwān (enemies) - this means helping enemies with their bad plans and deeds
     - Can you think of examples for each of these things?

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'show burden on your shoulder,' be sure to say the Arabic (ʿalal-ithmi) and translation (in doing sins) so that students can associate the sign with the Arabic word and English meaning.

Make "No" with your finger
(Wa lā - and do not)

Make "No" with your finger
(Wa lā - and do not)

Helping someone up
(Taʿāwanū - help one another)

Show burden on your shoulder
(ʿAlal-ithmi - in doing sins)

Cross your hands in front of you
(Wal ʿudwān - and bad actions)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Ahmed and Musa could be very mean at times, and they would bully kids at school. Their friend, Reza, was a very nice boy who spoke to people kindly. He always saw the things they did and never participated even when no one was around because he knew Allah was watching. One day in class, their teacher read a verse from the Qurʾān, [read āyah with translation]. Then, his teacher said, "Sometimes, it's not enough to not help someone do a bad deed. Sometimes, you might be responsible for stopping the bad deed too, especially if you know that your words and actions could help." Reza felt like his teacher was looking right at him! He glanced over at Ahmed and Musa, who weren't paying attention. They respected him and he knew that if he said something, they might stop bullying others. Maybe Allah's trying to send me a message to not only not help them do bad deeds, but to stop them too, Reza thought.

Later at lunchtime, a boy slipped and fell in a puddle! Ahmed and Musa laughed at the boy, who was almost in tears. Reza went over to the boy and gave him his hand to help him up. He turned to his friends, knowing that maybe he might lose his friendship with them but that it was his responsiblity to say soemething. "That was very mean! It's bad to bully others or hurt their feelings and Allah is watching! Shouldn't we try to do good deeds instead of bad ones?" Ahmed and Musa were speechless and looked very ashamed. They apologized to the boy for laughing, and Reza was happy because Allah was happy with him.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should make sure that we don't help others do bad deeds or commit sins!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

Lesson 48

Respecting Your Parents

OBJECTIVE

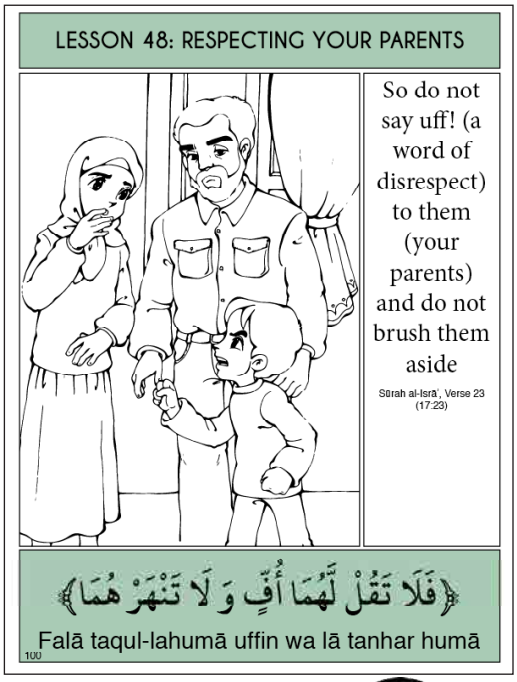
Students will learn how important it is to respect their parents. They will then memorize the āyah.

فَلَا تَقُلْ لَّهُمَا أُفٍّ وَ لَا تَنْهَرْ هُمَا

Transliteration: Falā taqul-lahumā uffin wa lā tanhar humā
Translation: So do not say uff! (a word of disrespect) to them (your parents) and do not brush them aside
Āyah Source: Sūrah al-Isrāʾ, Verse 23 (17:23)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about how to talk to our parents. How should and shouldn't we talk to them?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah what is Allah saying about how we shouldn't talk to our parents? Students will most likely answer, "To not say a word of disrespect to them!" Remind students that even saying "uff" is disrespectful.
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 48: RESPECTING YOUR PARTNERS
So do not say uff! (a word of disrespect) to them (your parents) and do not brush them aside
Sūrah al-Isrāʾ, Verse 23 (17:23)
﴿فَلَا تَقُلْ لَّهُمَا أُفٍّ وَ لَا تَنْهَرْ هُمَا﴾
Falā taqul-lahumā uffin wa lā tanhar humā
100

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Allah wants us to to have the best attitude toward our parents. Do you think Allah's happy with you when your parents are unhappy with you? No! But when your parents are happy with you, Allah is happy with you!
   - In this verse, Allah says that you shouldn't even say "uff" to your parents. It doesn't even have to be uff. Sighing, saying "ugh," or banging things out of anger and annoyance all displease Allah as well.
   - Imām as-Ṣādiq (ʿa) said that if there was a word even smaller than "uff," Allah would have used that word as an example and would say that you shouldn't even use that word.
   - Listening to and respecting your parents will open many doors of Allah's mercy and blessings for you!
   - Prophet Mūsā (ʿa) once asked Allah who his companion would be in Jannah. Angel Jabrāʾīl was sent to tell him that his companion would be a butcher who lived nearby. Prophet Mūsa (ʿa) went to this butcher's house who invited him for dinner. During dinner he saw this man taking care of his mother, feeding her bite by bite. She would say to him, "May Allah forgive you and place you in the company and in the rank of Prophet Mūsā (ʿa) in Paradise." Prophet Mūsā (ʿa) said, "O' Youth! I give you glad tidings; Allah has accepted your mother's prayers and Jabrāʾīl has informed me that you shall be my companion in Paradise!"

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pretend to brush aside,' be sure to say the Arabic (tanhar humā) and translation (brush them aside) so that students can associate the sign with the Arabic word and English meaning.

Make "No" with your finger (Falā - so do not)

Make "No" with your finger (Falā - so do not)

Put one hand next to your mouth and pretend to talk (Taqul-lahumā - say a word of disrespect)

Uff with angry face (Uffin)

Make "No" with your finger (Wa lā - and do not)

Make "No" with your finger (Wa lā - and do not)

Pretend to brush aside (Tanhar humā - brush them aside)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

"Ammar, can you pick up your toys before we go?" Ammar's mother called out to him. He had to leave for Sunday school soon. "Ok, I'll do it," he replied and didn't get up. When his mother came in, she looked around and saw his toys were still spread out around the room. "Ammar, it's almost time to leave, can you please pick up your toys?" she asked again. "Ugh, okayyy," he responded, and got up to put them away. When he was done, he hopped in the car. Ammar's father, coming out with his arms filled with bags, asked him to help him carry them. "But I'm already in the car!" Ammar said sighing, as he got out to help.

Later, in class, Ammar's teacher talked about respecting parents. "It's so important to respect your parents. Allah says that He doesn't accept good deeds from a person that disrespects their parents. What are some ways we can respect our parents?" The students took turns answering. "Helping them around the house!" "Cleaning up after ourselves!" Good thing I already do these things, Ammar thought. Then the teacher said, "All of these are correct, but it is also very important that we don't even say "uff" to our parents, which means you shouldn't say even the slightest disrespectful or negative thing to them." Now Ammar got worried, remembering that he said uff and sighed before reluctantly helping them. When Ammar got home, he ran up to his parents, gave them hugs, and kissed their hands. "I'm sorry for the times I got annoyed by you," he said. They both smiled and hugged him back. His parents were pleased with him and so was Allah!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should remember to never say "uff" to our parents, always respect them, and speak to them nicely no matter what!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

VERSES OF LIGHT

Verses of Light is a Qurʾān memorization curriculum based on selected āyāt of the Qurʾān that highlight important akhlāqi lessons. The curriculum contains a selection of 48 āyāt on topics such as respecting parents, interacting with fellow Muslims, rushing to do good deeds, and more! The curriculum features a detailed, step-by-step teacher's guide that includes stories, activities, and discussion questions through which parents and teachers can teach these āyāt in a fun and interactive manner. Each āyāt also has a video that features hand gestures to help children understand the meanings of the āyāt. The goal is to have children memorize these 48 āyāt, while at the same time internalize the important lessons transmitted through the āyāt.

AL-KISA FOUNDATION
WWW.KISAKIDS.ORG

ISBN 9781683122210
52000 >
9 781683 122210